ED 236 306 AA 001 120

Resources in Education (RIE). Volume 19, Number 4.
Educational Resources Information Center (ED/NIE), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $95.00 (Domestic), $118.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

ED 236 320 CE 037 196

Tobin, Joseph Jay; And Others
Working with Refugees: A Manual for Paraprofessionals. Volume II: The Life Cycle, Mental Health, and Mental Illness.
Travelers Aid/Immigrants Service of Metropolitan Chicago, IL.
SPONS. AGENCY- Illinois State Dept. of Public Aid, Springfield.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Day Care; Adult Development; Aging (Individuals); Behavioral Objectives; Child Development; Counseling Techniques; Counselor Role; *Counselor Training; *Cross Cultural Training; Definitions; *Individual Development; *Mental Disorders; Mental Health; *Paraprofessional Personnel; Psychiatry; *Refugees; Social Work; Social Workers

This staff training manual, the second volume of a three-volume set of materials for use in training paraprofessional refugee workers, deals with the life cycle, mental health, and mental illness, focusing particularly on the unique challenges and pressures of being a refugee. Covered in the individual units are the following topics: psychological development in the first year of life, stages of childhood psychological development, adolescence, age and the life cycle, old age and the care of the elderly, an introduction to the basic concepts of psychoanalysis, an introduction to mental illness, and mental illness in refugees. Each unit contains a list of objectives and instructional text that may include discussion questions. (MN)

ED 236 334 CE 037 356

The Entrepreneurship Education Forum. Proceedings of a Conference (Columbus, Ohio, September 21-22, 1983).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Sep 83

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Business Administration; *Career Change; Cooperative Programs; Economic Development; Educational Cooperation; Educational Practices; *Entrepreneurship; Females; *Fused Curriculum; Information Networks; Management Development; Minority Groups; National Programs; Postsecondary Education; Program Development; Program Implementation; School Community Relationship; School Role; Secondary Education; *Small Businesses; State Programs; *Vocational Education

IDENTIFIERS- Private Sector; Public Sector; Task Force Approach

These proceedings represent a compilation of the papers presented at a conference on entrepreneurship education that was designed to promote the infusion of entrepreneurial concepts into vocational education curricula. Included in the first section of the volume are descriptions of the following projects sponsored by the U.S. Department of Education, Office of Vocational and Adult Education: a task force on entrepreneurship and training, a project to promote economic development through entrepreneurship and training, and the development of an entrepreneurship education network. The second part of the proceedings consists of the texts of various papers presented at the forum, including "Entrepreneurship--Expanding Horizons for Vocational Education," by Edward D. Miller; "Entrepreneurship Education and the Joint Council on Economic Education," by John E. Clow; "What Can Be Done to Help U.S. Business: A Women's Business Enterprise Perspective," by Charlotte Taylor; "A National Management Development Program for Minority Business Enterprise by Private and Public Sector Partnerships," by John Russell; and "Sustaining a Dream," by Paul A. Donais. Concluding the proceedings are a series of presentations by representatives of lead states that discuss entrepreneurship education programs in Colorado, Florida, Maryland, New York, Ohio, Oregon, Wisconsin, Washington, D.C., Michigan, Pennsylvania, and Massachusetts. (MN)

ED 236 348 CE 037 392

Kates, Donna
Consumer Education. Vocational Home Economics Education.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 83
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 (Teacher Edition: In-State--$6.00, Out-of-State--$14.50; Student Edition: In-State--$5.00, Out-of-State--$11.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Career Education; *Consumer Education; Consumer Protection; Employment Opportunities; Energy Conservation; Fire Insurance; Health Insurance; High Schools; Home Economics; Housing; Insurance; *Learning Activities; Leisure Time; Lesson Plans; Maintenance; Money Management; Motor Vehicles; *Occupational Home Economics; Postsecondary Education; Purchasing; Recordkeeping; Repair; State Curriculum Guides; *Teaching Methods; Test Items; Time Management; Transparencies; Units of Study
IDENTIFIERS- *Oklahoma

This guide contains both teacher and student materials for a one-semester course in consumer education to be presented as part of an 11th or 12th grade or an adult vocational home economics program. The book is organized into six sections containing 15 units of instruction. The sections cover the following topics: management (of time, money, energy, and so forth), consumer awareness, economy of living (housing, insurance), matters of life and death (insurance, wills, funerals), transportation, and careers in consumer affairs. Each of the units is composed of some or all of the following components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Suggestions for using the guide in classrooms in Oklahoma are included in the book. (KC)

ED 236 363 CE 037 415

Charters, Alexander N., Comp.; Abbott, George, Comp.
Sound and Video Recordings--E. S. Bird Library. Syracuse University Resources for Educators of Adults, MSS 23. Revised.
Syracuse Univ., N.Y. Publications Program in Continuing Education.
PUB DATE- Nov 83
AVAILABLE FROM- Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 ($8.00, plus shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Adult Basic Education; *Adult Education; Adult Learning; Adult Programs; Audiotape Cassettes; *Audiotape Recordings; *Continuing Education; *Educational History; Film Libraries; Higher Education; Library Collections; *Oral History; Postsecondary Education; Tape Recordings; Videotape Cassettes; *Videotape Recordings
IDENTIFIERS- Syracuse University NY

This document is a catalog of the adult education sound and videotape recordings available at the E. S. Bird Library at Syracuse University. The collection was gathered for use by practitioners and educators of adults who are conducting research. In the library collection, each media item has been catalogued by title, series, subject, author, date, and speaker, using the same subject terms as materials for print. Along with recordings of programs conducted for adults, the project also contains recordings of adult education history for use by scholars of the adult and continuing education field. The oral history collection includes interviews with adult educators and recordings of speeches, conferences, and discussions. The four sections of the catalogue contain lists of sound recordings, video recordings, video cassette recordings, and an index of authors' names. Title, author, source, running time, and call numbers are given for the recordings. Information on how the recordings were collected is provided, along with suggestions for their use. (KC)

ED 236 377 CE 037 437

Church, Richard L.; Keeler, F. Laurence
The Basic Organizing/Optimizing Training Scheduler (BOOTS): User's Guide. Technical Report 151.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Computer Oriented Programs; *Computer Programs; Educational Planning; Efficiency; Guidelines; *Military Training; Postsecondary Education; *Resource Allocation; *Scheduling
IDENTIFIERS- Navy

This report provides the step-by-step instructions required for using the Navy's Basic Organizing/Optimizing Training Scheduler (BOOTS) system. BOOTS is a computerized tool designed to aid in the creation of master training schedules for each Navy recruit training command. The system is defined in terms of three major functions: (1) data file editing, in which the user defines the scheduling parameters and constraints, (2) scheduling, in which the user builds the training schedule while using the system to monitor all of the defined constraints, and (3) data output generators for formatting and printing hard copies of the resulting schedule and documenting the supporting data files. Following an introduction (section 1), the guide contains three sections and two appendixes. Section 2 provides a general description of the master training scheduling problem. A brief overview of BOOTS is provided in section 3. This is followed in section 4 by detailed step-by-step instructions on how to use the BOOTS system to prepare new and/or revise old master training schedules. An annotated list of the BOOTS software and detailed specifications of the hardware configuration requirements needed by the BOOTS system are contained in appendixes to the guide. (Author/KC)

ED 236 390 CE 037 490

Li, Virginia C., Ed.; And Others
Preventing Cancer in the Workplace and Community. Volume I. Cancer, the Worker and the Workplace. A Teacher's Guide.
California Univ., Los Angeles. School of Public Health.; Johns Hopkins Univ., Baltimore, Md. School of Hygiene and Public Health.; State Univ. of New York, Saratoga Springs. Empire State Coll.
SPONS. AGENCY- National Cancer Inst. (NIH), Bethesda, Md.
PUB DATE- Sep 83
GRANT- R18-CA-27557
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Cancer; Citations (References); Classroom Techniques; *Conservation (Environment); Course Content; *Environmental Influences; Environmental Standards; Health; Higher Education; Learning Activities; Occupational Diseases; *Occupational Safety and Health; Radiology; Smoking; *Teaching Methods; Units of Study; *Work Environment

This first volume of a two-volume set on prevention of cancer in the workplace is a teacher's guide designed to serve as a basis for lecture presentations and class discussions within the context of a formal course setting and structure. The course is organized into nine modules that can be taught using a lecture and discussion format in single instructional sessions of three hours each or in serial sessions. Each module contains objectives, lists of special terms, suggested teaching methods, special preparation needed, student assignments, information sheets, study questions, handouts, and references. The modules cover the following topics: an overview of cancer in the United States; major cancer theories; physiology, screening and treatment of cancer; carcinogens and cancer; testing carcinogens; carcinogens in the workplace; the impact of carcinogens on the environment; regulating carcinogens; and preventing cancer. A 23-page annotated bibliography, 13 pages of additional references, and suggestions for course-long assignments also are provided in the guide. (KC)

ED 236 403 CE 037 550

Jones, Ethel B.
Determinants of Female Reentrant Unemployment. Technical Paper.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-014-7
PUB DATE- 83
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 S. Westnedge Avenue, Kalamazoo, MI 49007 ($6.95; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Career Education; Employed Women; Employment Patterns; *Employment Potential; *Females; *Models; *Reentry Workers; *Unemployment; Young Adults

A study focused on the extent to which women undergo a spell of unemployment upon reentering the labor force and the factors that determine whether they undergo this spell of unemployment. Data were from two samples of female reentrants constructed from the National Longitudinal Survey for 1972. The sample of young women included those 20-28 years of age, and the sample of mature women included persons 35-49 years of age. A search model was used to examine reentrant behavior and the probability that this will lead to a spell of unemployment. Results showed that only one of every three women undergoes a period of unemployment upon reentrance. Determinants considered included education, certification, work experience, marital status, young children at home, migration, potential market wage, race, unemployment rate, and prior intentions to seek work. The significant variables for the mature women indicated the importance of flows of labor market information (education and work experience) and the importance of prior decision making in formulating plans for reentrance. Significant variables for young women came from the information vector (certification, work experience, migration) and prior search plans. Also significant were the variables of number of children at home and race. (YLB)

ED 236 418 CE 037 572

Sherman, Susan W., Ed.
Education for Tomorrow's Jobs.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-309-03392-6
PUB DATE- 83
CONTRACT- 300-81-0306
AVAILABLE FROM- National Academy Press, 2101 Constitution Ave., NW, Washington, DC 20418 ($10.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Access to Education; Articulation (Education); *Disadvantaged Youth; Dropouts; Educational Finance; Educational Needs; Educational Policy; Education Work Relationship; Employer Attitudes; *Employment Potential; Employment Problems; Employment Programs; Guidelines; *Job Skills; Labor Needs; Policy Formation; Postsecondary Education; Program Effectiveness; *Program Improvement; Secondary Education; Student Needs; *Unemployment; *Vocational Education; Work Experience Programs

Unemployment among young people is a serious and persistent problem in this country. Unemployment rates are especially high among members of minority groups, for high school dropouts, and in economically depressed areas. Vocational education can help to alleviate the problem of unemployment, and a close link between schools and employers can help ensure that vocational education programs are teaching students the skills that employers will need. The public elementary and secondary schools should offer noncollege-bound students a thorough grounding in language skills, reasoning, and mathematics, along with the mechanical and technical skills and work habits that will prepare them for working life. This responsibility should not be shifted to the private sector (although ways employers can help significantly are outlined in this report). Although some vocational education and training programs do improve the employability of their graduates, the quality of vocational education programs is highly variable, and the access of disadvantaged students is not ensured. Expanded collaboration between vocational educators and private sector employers and improved cooperation between vocational education and employment training programs are recommended. Work experience programs should help, as would strengthening the capabilities of vocational education teachers through changes in certification requirements, training, use of part-time teachers, and pay scales. Three policy changes could improve the financing of vocational education: modifications in the formulas for funding programs, strategies for pooling equipment, and supplemental funding for program improvement. Other approaches include experimentation with vocational incentive grants to disadvantaged students and attention to consumer protection in vocational education programs. Selected tables on youth employment and unemployment are appended. (KC)

ED 236 432 CE 037 632

Small Parts Assembler Work Sample.
Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Assembly (Manufacturing); *Disabilities; Job Performance; Job Skills; Occupational Tests; Prevocational Education; Scoring; Secondary Education; Testing; Trade and Industrial Education; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; *Work Sample Tests
IDENTIFIERS- *Assemblers

This manual contains a work sample intended to assess a handicapped student's interest in and potential to enter a training program in small parts assembly or in a similar job. Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. The section on administration provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. Instructions for task procedures actions to be taken, as well as post sample interview topics are also covered. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance, a materials list (equipment, source, price), and assembly instructions. Section 7 cites references. An appendix defines terms. (YLB)

Brion-Meisels, Steven; And Others
Juvenile Law: Decisions and Alternatives. Adolescent Decisions Curriculum.
Judge Baker Guidance Center, Boston, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G-008001910
AVAILABLE FROM- Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adolescent Development; Adolescents; Antisocial Behavior; Civics; Court Litigation; Crime; *Decision Making Skills; Delinquency; Due Process; Interpersonal Competence; *Juvenile Courts; Learning Modules; *Legal Education; Secondary Education; *Secondary School Curriculum; Teaching Guides; Youth Problems

This teacher's manual is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: work, drug (substance) use and abuse, sexuality and social relationships, people and government, and juvenile law. The major goals of the curriculum are described, i.e., to provide basic information about rights, and how the court works; to increase student awareness of the role of juvenile law in their lives; and to provide practice in the five core skills (social perspective taking, alternative and consequential thinking, communication, and evaluation); and to provide practice in making decisions about law related issues. The 14 lessons cover laws and crimes, decision-making steps, due process rights, juvenile courts and laws, jobs in juvenile courts, and dealing with problems. The format for the lessons consists of teacher introduction, student worksheet, case studies, opinion polls and debates, and class evaluations. A final student assessment and course evaluation are also included. (BL)

ED 236 461 CG 017 011

Banks, L. Morgan, III; Goggin, William C.
The Relationship of Locus of Control and Attribution to Depression.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; College Students; Congruence (Psychology); *Depression (Psychology); *Helplessness; Higher Education; *Locus of Control; Personality Traits; Psychological Patterns

Both external locus of control (i.e., a generalized expectancy that reinforcement is controlled by luck or fate instead of oneself) and internal locus of attribution (i.e., beliefs that success or failure result from an individual's actions rather than external causes) have been related to depression. To examine the relationship of attributions and expectations to depression, college students (N=100) completed the Attributional Style Scale, the Beck Depression Inventory, and Rotter's (1966) Internal-External Locus of Control Scale. Statistical analyses showed no relationship between externality of locus of control and depression. Externality of attribution was found to be related to depression, contrary to previous studies which showed a relationship between internality of attribution and depression. However, a significant interaction existed between attribution and locus of control, leading to the conclusions that individuals who are either internal or external on both locus of control and attribution are least depressed, while individuals who are internal on one and external on the other are the most depressed. These findings are contrary to the revised theory of learned helplessness which predicts that internal attributions lead to learned helplessness and depression. (WAS)

ED 236 476 CG 017 026

Vass, Molly
Nutrition and Behavior: The Psychonutrient Connection.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Problems; Behavior Theories; *Counseling; Counselor Training; Health; *Holistic Approach; Literature Reviews; *Mental Disorders; Mental Health; *Nutrition; Opinion Papers; *Physiology; Stress Variables

The combined concepts of holism and general systems theory have led to the belief among health care professionals that people cannot be fully understood unless the mind and body are seen as having an integral relationship. The relationship between nutrition and behavior is one area in which the holistic approach is relevant for the field of counseling. The literature on the effects of nutrition on human functioning can be broken down into several categories. First is the effect of allergic responses on child and adult behavior. Second, vitamin and mineral deficiencies have been found to play a role in human functioning. The vast literature on this subject, now called Orthomolecular Psychiatry, clearly indicates that each individual's system has a delicate balance of nutrients which, when upset, may cause serious psychological responses such as schizophrenia, depression or psychosis. A third relationshp receiving attention is that between mental retardation and nutrient imbalances. The last category concerns the effect of blood sugar abnormalities on psychological balance. Although the literature is filled with articles on holistic approaches to health and their implications for understanding human behavior, few counselor education programs are addressing these issues. Counselors have been taught that most problems they will encounter will be cognitively based. It is crucial that counselors broaden their approaches to look at the many dimensions of human functioning. (WAS)

ED 236 491 CG 017 041

Goodfellow, Marianne; And Others
Aging Research: A Compilation of References and Abstracts for an Issue of Growing Concern. Extension Studies 91.
Pennsylvania State Univ., University Park. Cooperative Extension Service.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Adult Development; *Aging (Individuals); Annotated Bibliographies; *Gerontology; Health; Rural Population; *Social Networks; *Social Science Research; Social Services; *Social Support Groups; Stress Variables

This annotated bibliography on aging and related issues is written for gerontology researchers to document current work in the field (1962 to 1982). The report covers five topic areas as they relate to the elderly: social networks, health, social services, rural living, and social support and health/stress. In addition, a short bibliography of books on aging in the areas of family relations, health, social services, and social network analysis is included. (BL)

ED 236 507 CG 017 059

Eldridge, William D.
Clinical Peer Group Evaluation: A Descriptive Analysis.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accountability; Behavioral Sciences; Case Studies; Clinical Experience; *Counselors; Feedback; Group Dynamics; Group Experience; *Interprofessional Relationship; *Peer Evaluation; Peer Influence; Program Descriptions; *Self Evaluation (Individuals)
IDENTIFIERS- Professionalism

In an age of increasing emphasis on accountabiltiy and evaluation of clinical practice, professionals are questioning and examining varying processes of self evaluation. This paper describes the clinical peer group model as an evaluative process which offers its members an opportunity to receive evaluative feedback and emotional support about clinical knowledge and skills, and enables all members to assess the quality and competence of their shared ideas and suggestions. The clinical peer group, consisting of counseling professionals (five women and four men), each with an average of 11 years of clinical experience, met once a week for 2 hours of open ended discussion on evaluative questions, case situations, videotapes of therapeutic performance to elicit feedback, or any consideration of professional relevance. The evaluative experiences centered around individual presentations of case materials for problem solving and group feedback in the form of ideas or suggestions to the presenter. Although the group offered an excellent source of warm cohesion and emotional support among staff, how members made evaluative judgments about data selection, assigning priority to suggestions, and interrelating feedback from various internal and external sources was not addressed by the group or made clear to observers. Future research into the role and function of clinical peer groups in terms of members' evaluative judgments is recommended. (BL)

ED 236 524 CG 400 192

Andersen, Tom; Barta, Sheryl
Multicultural Nonsexist Education in Iowa Schools: Guidance & Counseling.
Iowa State Dept. of Public Instruction, Des Moines. Educational Equity Section.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Check Lists; Educational Resources; Elementary Secondary Education; Guidance Objectives; *Guidance Programs; Guidelines; *Multicultural Education; Organizations (Groups); Pamphlets; *Program Development; Resource Materials; *School Counseling; *School Guidance; Self Evaluation (Groups); *Sex Fairness
IDENTIFIERS- Iowa; PF Project

This pamphlet is an aid for school guidance counselors as they work to develop guidance programs that support and enhance their schools' multicultural, nonsexist educational programs. The following sections are included: (1) definitions of multicultural, nonsexist, and guidance terms; (2) rationale and philosophy; (3) legal authority for multicultural, nonsexist education as stated in the Iowa Code; (4) descriptions of 4 general goals and 17 specific objectives; (5) a self-evaluation checklist divided into guidance program structure, materials, and strategies; (6) a 37-item bibliography of resource materials; and (7) a list of 10 resource organizations. Although this booklet is directed at Iowa guidance counselors, most of the material is applicable to any region. (DC)

CS

ED 236 541 CS 007 279

Hunt, Madgie Mae
How Meaning Is Born.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Behavioral Science Research; *Cognitive Processes; Elementary Education; Interdisciplinary Approach; Learning Theories; *Models; Prior Learning; Reading Ability; *Reading Comprehension; *Reading Processes; *Reading Research; Reading Skills; *Schemata (Cognition)
IDENTIFIERS- Reader Text Relationship

In an effort to create a multilevel, interactive, and hypothesis-based model of the reading comprehension process that bridges interdisciplinary gaps in the theory of learning, this report focuses on descriptions of cognitive processes developed in the fields of cognitive psychology, artificial intelligence, sociolinguistics, linguistics, and reading education. The report first discusses the need to combine the hierarchical, bottom-up, sequential learning framework with the heterarchical, top-down, nonlinear creative model for reading, and to apply reality testing to both. It then describes how chunks of knowledge are connected and bracketed for meaning through such "chaining" activities as word recognition, syntactic processing, and semantic processing. After suggesting the contextual component rendered by the reader in comprehension, it indicates parallels between reading comprehension and research: in both, configurations of schemata are developed by identifying, recognizing, accessing, and organizing information. Finally, the report discusses the bracketing process in greater detail, suggesting reasons why it may fail to occur, how it aids recall, and what makes it a creative act. Definitions of terms used are appended. (MM)

ED 236 556 CS 007 343

Johnson, William H.; Hodges, V. Pauline
The Law and the Teacher of Basic Skills.
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Achievement Tests; *Basic Skills; *Computation; Court Litigation; Curriculum Development; Educational Improvement; *Educational Legislation; Educational Needs; Elementary Secondary Education; English Instruction; *Language Arts; *Minimum Competency Testing; Reading Instruction; Student Evaluation; *Teacher Responsibility; Writing Instruction

Schools are legally responsible for delivering to all children what the state and school boards mandate in a prescribed curriculum, while teachers are held accountable for its delivery. A major part of this responsibility relates to the teaching of the basic skills of reading, writing, and computation. A current trend to assure the teaching of these skills is competency testing, which in some cases has resulted in revision of curricula and a strengthening of those areas covered by the tests. Critics contend, however, that minimum competency exams test too narrow a range of skills and do not produce a better instructional system. Some form of periodic and systematic audit of pupil progress is necessary, but merely passing competency laws or providing for education through legislative mandate will not insure that students acquire the basic skills. It is the legal responsibility of all teachers to see that a basic skills curriculum is followed, that students are expected to achieve a level of proficiency in the use of the English language and in computation, and that periodic evaluation of that achievement becomes part of curriculum planning. (HTH)

ED 236 571 CS 007 359

Sulzby, Elizabeth
Beginning Readers' Developing Knowledge about Written Language. BRDKAWL Project 1980-82. Final Report for the Period September 1980-August 1982.
Northwestern Univ., Evanston, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-80-0176
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Beginning Reading; Classroom Research; Kindergarten Children; Language Experience Approach; *Language Processing; Prereading Experience; Primary Education; *Prior Learning; Reading Readiness; Reading Research; *Reading Skills; Teacher Role; Writing Research; *Writing Skills; *Written Language
IDENTIFIERS- Reading Writing Relationship

The product of a two-year study investigating the literacy behavior of nine kindergarten students and their classmates, this report first explains the impetus and the theoretical foundations for the investigation and describes its subjects and setting. It then presents the methodology and the data collected from several related studies: (1) observer-child interviews that elicted information on students' general knowledge about written language; (2) observations of and discussions with the nine case study children as they first told, then dictated, then wrote two versions of an event; (3) records of students' efforts to adapt their writing to adult and child readers; (4) observations of children's writing on a recently shared event; (5) end-of-the-year interviews investigating general writing knowledge; and (6) two follow up studies on the children's reading and writing progress in the first grade. After analyzing the data, the report produced a number of conclusions, including the following: literacy develops prior to conventional reading and writing, all children do not follow the same developmental sequence in learning to read and write, and the teacher's model of literacy has important implications for children's development. Extensive appendixes contain copies of testing instruments and transcripts of observer-child interviews. (MM)

ED 236 588 CS 207 566

Thompson, Edward T.
How To Write Clearly. Power of the Printed Word.
International Paper Co., New York, NY.
PUB DATE- 79
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept. 4, P.O. Box 900, Elmsford, New York 10523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Guidelines; Writing Improvement; *Writing Processes; *Writing Skills
IDENTIFIERS- *Clarity; PF Project

To write well, it is only necessary to write simply and clearly. To learn how, one must want to write clearly, be willing to work hard, and follow some basic guidelines. Before writing, create an outline by arranging ideas on note cards and putting them in a logical sequence. Write to the reader's level of knowledge about the subject. Avoid jargon. Use familiar combinations of words, but retain correct grammar. Use "first-degree" words--words that immediately bring an image to mind. Stick to the points contained in the outline. Be as brief as possible. Here are some ways to condense writing: (1) present points in logical order; (2) don't tell people what they already know; (3) cut out excess evidence and unnecessary anecdotes; (4) avoid word wasters and windy phrases; (5) look for passive verbs that can be made active; (6) look for positive/negative sections from which the negative can be cut; and (7) when finished, stop. (DC)

ED 236 605 CS 207 584

Nelson, Shirley
Writing for a Real Audience.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Audiences; High Schools; Learning Activities; *Short Stories; Student Projects; Student Publications; Teaching Methods; Units of Study; *Writing (Composition); *Writing Exercises
IDENTIFIERS- PF Project

A unit for teaching writing to senior high school students is described in this brief article. AUTHOR'S COMMENT (excerpt): I have used the following exercises to help writing students develop a stronger sense of audience. The sequence of activities is divided into three phases--prewriting, drafting, and rewriting--and a fourth phase of publishing activities is added. During the prewriting activities, I make appointments for the writers to read their drafts to children in grades K-3, the age of the audience for whom they are writing. The writers then use the feedback from the readings to make their final revisions. At least eight class periods are needed, and there are also homework assignments. One of the activities for the prewriting stage is to rewrite one of Aesop's Fables changing the setting to a definite time and place, changing animal characters to human characters, creating an appropriate conflict, and adding details, dialog, and suspense. The "drafting" activity includes planning, writing, and editing a story. Rewriting and adding pictures is the third stage. "Publishing" (Xeroxing) and "binding" in folders conclude the exercise. (KC)

ED 236 620 CS 207 858

Collins, James L.
A Contextualized Perspective on Developmental Writing.
PUB DATE- 19 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Audience Analysis; *Cognitive Ability; Higher Education; Oral Language; Secondary Education; *Student Motivation; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- *Context Effect; *Developmental Writing

Although theories on developmental writing assume that basic writers do not write well because of cognitive deficits, recent research and classroom experience suggest that poor writers lack skill because they have not had sufficient contextually meaningful practice. Writing research indicates that the unskilled writer's tendency to write as if they were talking is not the result of a speech-dependent stage of writing development, but is the product of poorly constructed writing tasks, tasks calling out context-dependent, cryptic, and ill-formed writing from everyone. Furthermore, the experience of skilled writers suggests that the speech dependent stage of writing development is never outgrown--whenever the solitary act of writing about challenging topics becomes too difficult, writers of all calibers express the need to talk about their work. As writing is significant only when it is part of a meaningful context, the value of assigning papers that have no contextual meaning for students is questionable. Although teachers may provide the cue for writing, they must let students determine the context and the text and then help the students transform these into academically acceptable writing. (MM)

Fegan, William T.

The Syntactic Proposition for Protocol Analysis.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Secondary Education; *Language Skills; Measures (Individuals); Postsecondary Education; Research Tools; *Semantics; *Structural Analysis (Linguistics); *Syntax
IDENTIFIERS- *Protocol Analysis; *The Research Instruments Project

Designed to divide recall protocols for subsequent category analysis, this instrument equates surface syntactic forms with semantic ideas. The instrument defines two types of syntactic proposition--a base syntactic proposition, the simplest independent prediction (structurally) that may be used to convey information, and an alternate syntactic proposition, which can become a base syntactic proposition with the substitution or addition of words. Twenty-three alternative syntactic propositions are listed, subdivided into three groups (1) relativization (intact), (2) relativization (elipsis), and (3) complementation. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (primary to postsecondary), purpose, and physical characteristics.) (HTH)

ED 236 652 CS 207 927

Rose, Mike
Questionnaire for Identifying Writer's Block (QIWB).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Measures; Postsecondary Education; Secondary Education; *Student Attitudes; *Writing (Composition); *Writing Apprehension; *Writing Processes
IDENTIFIERS- *The Research Instruments Project

Designed to identify students with writer's block, this measure is an attitude questionnaire of 24 items separated into five subscales: blocking, lateness, premature editing, strategies for complexity, and attitudes. If teachers or researchers wish simply to identify blockers, they can administer only the items within the behavioral subscales--blocking and lateness. If further cognitive diagnosis is desired, then the items in the cognitive/behavioral and cognitive/attitudinal subscales can also be administered. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (senior high through postsecondary and adult), purpose, and physical characteristics.) (HTH)

ED 236 669 CS 207 944

Pedersen, Elray L.
STORE (The Standard Test of Reading Effectiveness), Forms A, B, C.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Secondary Education; Higher Education; Idioms; Measures (Individuals); *Reading Achievement; *Reading Comprehension; *Reading Diagnosis; *Reading Skills; Reading Tests; Student Placement
IDENTIFIERS- Inferences; *The Research Instruments Project

Designed to assess a reader's achievement in various reading skills for the purpose of instructional placement, the instrument contains three forms (A, B, C), each of which contains 50 items. The items test comprehension of idioms and direct statements, with emphasis on drawing inferences. Administration time for each test is 25 minutes. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (upper elementary, secondary, college, and continuing education), purpose, and physical characteristics.) (JL)

ED 236 685 CS 207 962

Blake, Robert W.
Children Writing through the Composing Process: What Kids and Teachers Can Do Together.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Articulation (Education); Classroom Communication; *Curriculum Development; Elementary Education; Inservice Teacher Education; Program Descriptions; Sequential Approach; *Student Teacher Relationship; *Teacher Role; *Teacher Workshops; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Readiness
IDENTIFIERS- *Writing Programs

In the Albion Writing Project at the State University of New York at Brockport, teachers, students, administrators, and college consultants collaborated on improving writing and writing instruction from kindergarten through grade 6. Throughout the two-year project, teachers attended inservice workshops on such general topics as the composing process, varieties of writing, revision, evaluation, and creating a curriculum with a scope and sequence. The instructional team developed a model for an effective, process-based writing program and described student and teacher interaction in that program. This description suggested that (1) like other successful writers, children follow the stages of the composing process to produce finished, valued pieces; (2) they interact effectively with peers, learning to listen, analyze, describe, support arguments, assist other children in their uses of oral and written language, and profit from the feedback given by their peers; (3) with the assistance of knowledgeable teachers, they have no difficulty writing poetry, exposition, and persuasive compositions; and (4) contrary to those who mistrust any sequential program for writing as being too restrictive, students can, in fact, profit from a scope and sequence for writing. (HTH)

ED 236 701 CS 207 993

Flavin, Louise
Investigating Birthdays: A Library Research Project.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- College English; Higher Education; High Schools; *Information Seeking; Learning Activities; *Library Skills; *Student Research; Teaching Methods; *Writing (Composition); *Writing Exercises
IDENTIFIERS- Birthdays; PF Project

An approach to using a student's own birthday as the basis of a library research project for college and high school students is described in this brief article. AUTHOR'S COMMENT (excerpt): I found my students became very excited about a topic that introduced them to the library while exciting their curiosity and interest: to investigate events that occurred on the day they were born. Students begin by reading the "New York Times" the day of and following their birthdays. They isolate three or four news items that interest them, and are ready to begin research. After checking leads in periodical indexes, the card catalog, almanacs, and biographies, students limit themselves to a single topic. Their introduction to the library and its resources becomes a systematic process of discovery. This assignment met several objectives. Students learned to use a variety of resources from the library, following a systematic course of investigation. They learned to limit a topic from materials gathered and to formulate a thesis. They learned about a time in their past lives that is meaningful to the present. But, most importantly, this project satisfed my desire of having a research project that is both relevant and interesting to my students. (KC)

Holz, Josephine R.

Mass Communication and the Development of a Shared Social Reality: The Neo-Nazi March in Skokie.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Age Differences; *Attitudes; *Communication Research; Comparative Analysis; *Concept Formation; Content Analysis; *Mass Media; *Mass Media Effects; Media Research; Nazism; Newspapers; Periodicals; Religious Differences; Social Differences; Surveys; Television

A study examined the role of the mass media in the development of people's conceptions about a neo-Nazi march planned for Skokie, Illinois, in 1978. The purpose of the study was to determine whether or not and in what respects different types of people had developed common conceptions about the event and what role the mass media played in that development. A content analysis of reports from newspapers, televised newscasts, and national newsmagazines revealed that while there were differences in the amounts of coverage given to the march, the relative emphasis on various aspects of the event was similar across the different media. A telephone survey of approximately 200 Philadelphia, Pennsylvania residents conducted just prior to the march, found that while respondents differed in awareness, interest, and opinions about it, according to religion, education, and age, they shared a number of similar conceptions and beliefs about the event. These conceptions were similar to the explicit and implicit messages about the march communicated by the mass media. (Extensive tables of data are included.) (Author/FL)

ED 236 321 CE 037 197

Friedman, Joan; And Others

Working with Refugees: A Manual for Paraprofessionals. Volume III: Intercultural Counseling and Interviewing Skills.

Travelers Aid/Immigrants Service of Metropolitan Chicago, IL.

SPONS. AGENCY- Illinois State Dept. of Public Aid, Springfield.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adolescents; Battered Women; Behavioral Objectives; Caseworker Approach; Child Abuse; Child Neglect; Communication Skills; Counseling Services; *Counseling Techniques; Counselor Role; *Counselor Training; Crisis Intervention; *Cross Cultural Training; Family Counseling; *Field Interviews; Group Counseling; Human Services; Intercultural Communication; Intercultural Programs; *Paraprofessional Personnel; Problem Solving; Psychiatry; Rational Emotive Therapy; *Refugees; Social Workers
IDENTIFIERS- Client Centered Counseling; Gestalt Therapy; *Intercultural Counseling

This staff training manual, the third volume of a three-volume set of materials for use in training paraprofessional refugee workers, deals with intercultural counseling and interviewing skills. Covered in the individual units are the role of the human service worker; intercultural perspectives on healing; an introduction to casework; communication skills; techniques to encourage communication; problem-solving approaches; the Gestalt, rational-emotive, and client-centered counseling approaches; psychoanalytic interviewing and counseling skills; crisis intervention; working with refugee adolescents; working with families; wife abuse; child abuse and neglect; group work; and case presentations. Each unit contains a list of objectives and instructional text that may include discussion questions and exercises. (MN)

ED 236 364 CE 037 416

Stubblefield, Harold W., Comp.
SUPCE and SUREA: Publications and Resources for Educators of Adults.
Syracuse Univ., N.Y. Publications Program in Continuing Education.
PUB DATE- Nov 83
AVAILABLE FROM- Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (MSS31--$4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Basic Education; *Adult Education; Continuing Education; Educational Resources; Libraries; Library Materials; Postsecondary Education; Primary Sources; *Publications; Reference Materials; *Resource Centers; *Resource Materials
IDENTIFIERS- *Syracuse Publications in Continuing Educ NY; *Syracuse Univ Resources for Educators of Adults NY

For the past two decades, Syracuse University has been publishing studies in adult and continuing education and collecting resources in those fields. This work has been collected through the Syracuse University Resources for Educators of Adults (SUREA) program and the Syracuse University Publications Program in Continuing Education (SUPCE). SUPCE was founded in 1968 to help meet the demonstrated demand for quality studies in the field of adult and continuing education. It was funded in 1972 by the Syracuse University, the Fund for Adult Education, and by a five-year grant from the Ford Foundation. SUPCE includes more than 300 publications, such as the following: publications of the Center for the Study of Liberal Education for Adults, Landmark and New Horizon series, William Pearson Tolley Medal series, the American Foundation for Continuing Education, and the International Handbook for Resources for Educators of Adults. SUPCE continues as a publisher of adult and continuing education materials and, in the future, will place emphasis on materials related to resources for educators of adults. SUREA is a university-wide program whose collections are now housed in the Ernest S. Bird Library. It began in the 1950s; through grants, the collection grew to include materials in a variety of formats: books, tapes, recordings, personal papers, photographs, pamphlets, periodicals, newsletters, and oral history. SUREA has formed the Associated Resource Centers in Adult Education to promote networks and cooperative relationships among adult education resource centers nationally and internationally, and this effort will continue in the future. (Information on obtaining materials from SUPCE and SUREA is included in the report.) (KC)

ED 236 378 CE 037 438

Journal of Human Services Abstracts. Volume 8. Number 3.
Aspen Systems Corp., Germantown, Md.
SPONS. AGENCY- Department of Health and Human Services, Rockville, Md. Project Share.
PUB DATE- Jul 83
CONTRACT- HHS-100-81-0052
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; *Administration; Career Counseling; *Citations (References); Community Relations; *Cooperative Planning; Counseling Services; Delinquency; Delivery Systems; Disabilities; Disadvantaged; Employment Services; Health Services; *Human Services; Institutional Cooperation; Job Development; Minority Groups; Money Management; Older Adults; Personnel Management; Personnel Policy; *Program Evaluation; *Social Services; Transportation; Vocational Education

This quarterly journal contains abstracts of 150 of the documents recently included in Project SHARE automated database. (Project SHARE is a national clearinghouse for improving the management of human services.) The journal is divided into four parts: the abstracts themselves arranged in alphabetical order by title, a list of personal and corporate authors, an alphabetical list of documents, and a subject index. The index lists abstract numbers under specific subject categories. The categories of the index are alphabetically arranged and include cross-references between conceptually related index terms and cross-references from synonyms to the preferred terms. Some of the topics covered in the material abstracted include the following: abused children, abused wives, acutely ill persons, human services planning, linkages, agency accountability for funds, agency accounting methods, community relations, alcohol abuse counseling, agency evaluation, budgeting, case management, child placement services, client advocacy, college/university research centers, community services, computerized services, planning for the elderly, physically disabled persons, economic development, disadvantaged persons, employment counseling, job development services, fund raising, group homes, health services, home assistance services, service delivery, juvenile delinquents, management by objectives, mental health services, minority groups, priority of needs, personnel administration, personnel development and training, vocational education, transportation services, and cooperative joint planning. Information on how to order documents is provided. (KC)

ED 236 462 CG 017 012

Halseth, Susan L.
Screening: From "At Risk" to Educational Management Review of Social Emotional Behavior.
Cooperative Educational Service Agency 6, Chippewa Falls, Wis.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; Children; *Classroom Techniques; *Educational Diagnosis; Elementary Secondary Education; *Emotional Disturbances; *Identification; Models; *Screening Tests; State of the Art Reviews; Teachers

This guide, for classroom teachers and other school personnel in regular contact with students, describes a screening process for emotional disturbance based on information gathered through review of the literature, laws, and current screening practices. In order of presentation, this paper addresses: (1) definitions of screening, including early educational definitions and a revised definition; (2) historical perspectives of screening, with discussion of the difference between screening and assessment/evaluation; (3) rationale for screening; (4) current practice, including a table outlining levels of screening and alternative sources of information and procedures; (5) conceptual models of screening, i.e., illness model, developmental model, crisis model, and mismatch model; (6) philosophy and rationale for screening for emotional disturbance, including a definition of emotional disturbance and goals of screening social-emotional behavior; and (7) a process for screening social-emotional behavior consisting of an educational management review. A screening form and a bibliography are included. (WAS)

ED 236 492 CG 017 042

Kleim, David M.; And Others
Assertiveness and Physical Attractiveness.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Assertiveness; College Students; Higher Education;

Interpersonal Attraction; Interpersonal Communication; Interpersonal Competence; Personality Traits; *Physical Characteristics; Self Concept; *Sex Differences
IDENTIFIERS- *Physical Attractiveness

Earlier research investigating the relationship between physical attractiveness and assertiveness found that physically attractive females were more assertive than other females. To investigate this relationship further and to broaden the scope of the study, 69 students were videotaped in groups of five to ten while responding to open-ended discussion questions. Following the discussion, subjects completed a self-report assertiveness inventory, the College Self-Expression Scale. Judges independently rated subjects' physical attractiveness on a 12-point Likert scale. These ratings were correlated with the behavioral measures of volume, order of speaking, and duration of speaking during the videotaped discussions. An analysis of the results showed a strong relationship between physical attractiveness and the duration of speaking, with physically attractive subjects speaking for a shorter time. In addition, physically attractive subjects tended to speak sooner. When separated by sex, this relationship held for females, but not for males. (Author/BL)

ED 236 557 CS 007 344

Sulzby, Elizabeth
Children's Emergent Abilities to Read Favorite Storybooks. A Final Report.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Child Development; *Child Language; *Developmental Stages; Early Reading; *Language Acquisition; Longitudinal Studies; Oral Language; Parent Child Relationship; Picture Books; Preschool Children; Reading Ability; Reading Habits; *Reading Readiness; *Reading Research; *Story Reading

To determine developmental patterns in emergent reading behaviors of young children, a longitudinal study was conducted of two-, three-, and four-year-old children's language when asked to "read" a favorite storybook. Thirty-two middle and low income children from a daycare center took part in four studies spaced over a year; four children were seen monthly; and all children read two books at a session. After choosing a book and sitting down at a table, the examiner asked the child why he or she selected a given book and then asked the child to read the book to the examiner and a stuffed animal. Sessions were videotaped, audiotaped, and transcribed. Analyses included categorizing each child's performance using the "Emergent Reading Ability Judgments for Favorite Storybooks" scale. Results showed children's behavior to be stable across storybooks. Children's emergent reading ability increased with age and showed developmental patterns consistent with the idea that children are making written and oral language distinctions long before they are reading from print. Children used appropriate comprehension strategies such as self-corrections and predictions of written language-like wording when "reading" from pictures. (Author/HOD)

ED 236 589 CS 207 567

Vonnegut, Kurt

How To Write with Style. Power of the Printed Word.
International Paper Co., New York, NY
PUB DATE- 80
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept. 5, P.O. Box 954, Madison Square Station, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Authors; Guidelines; *Literary Styles; *Writing Improvement; Writing Skills
IDENTIFIERS- PF Project; *Writing Style

Elements of a writer's style reveal to readers what sort of a person it is with whom they are spending time. These revelations are important because they are a mark of respect for readers. To develop style, follow these guidelines. Find a subject to care about and which others should care about. It is this caring which will be the most seductive and compelling element of style. Do not ramble. Keep it simple. Remember that two great masters of the language, William Shakespeare and James Joyce, wrote sentences which were almost childlike when their subjects were most profound. Have the guts to cut. If a sentence does not illuminate the subject in a new way, scratch it out. Sound natural. The most natural style for writers is to echo the speech they heard as a child. Say what is meant. If there is something worth saying and understanding, then it must be able to be understood. Pity the readers. They have to make immediate sense of thousands of little marks on paper, an art so difficult that most people don't really master it. For really detailed advice on literary style in a technical sense, see "The Elements of Style," by William Strunk, Jr. and E. B. White. (DC)

ED 236 606 CS 207 585

Dwyer, Edward J.
Songs in the Academic Classroom.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- College English; *Discussion (Teaching Technique); Higher Education; Learning Activities; *Listening Comprehension; *Music Activities; *Questioning Techniques; *Reading Comprehension; Secondary Education; Teaching Methods
IDENTIFIERS- PF Project; *Songs

An approach to developing reading and listening comprehension skills in junior high, high school, and college students through song analysis is described in this brief article. AUTHOR'S COMMENT (excerpt): One of the best methods for gaining attention for a cause or idea is through finding or writing a song which becomes associated with the desired message. The song can provide a vividness often not attainable in words and pictures. Further, songs can be used to help develop reading and listening comprehension skills and encourage insight regarding particular subjects. APPROACHES (excerpt): (1) Select a song which reflects a topic of interest; (2) Introduce the song by providing information about the author and background setting; (3) Play the song in a quiet setting; (4) After the song has been played, more than once if desirable, ask questions about the song which encourage reasoning. Based on verses one and two of "Tenting on the Old Camp Ground," sample questions which lend themselves to thought-provoking discussion are listed. (KC)

ED 236 621 CS 207 862

Addison, James C., Jr.
Lexical Collocation and Topic Occurrence in Well-Written Editorials: A Study in Form.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cohesion (Written Composition); Connected Discourse; *Discourse Analysis; *Editorials; Language Patterns; Language Styles; *Newspapers; *Sentence Structure; Writing Skills
IDENTIFIERS- *Lexical Collocation; *Textual Analysis

To explore the concept of lexical collocation, or relationships between words, a study was conducted based on three assumptions: (1) that a text structure for a unit of discourse was analogous to that existing at the level of the sentence, (2) that such a text form could be discovered if a large enough sample of generically similar texts was examined, and (3) that such an analogous text form could be found by studying the relationship between lexical collocation and topic/comment sequence. Editorial columns from newspapers as diverse as "The Wall Street Journal" and "The Charlotte Observer" were collected and read over a nine-month period. A team of readers was then asked to select 100 particularly well-written texts. Each selected piece was examined for the make-up and location of each major lexical set; the location of topic and comment, theme and rheme, and agent and action within each sample sentence; and the way in which these major lexical sets were distributed within topic/comment, theme/rheme, and so forth. Results seemed to support the hypothesis that when a lexical set regularly occurs within the topic portion of sentences, the lexical set will be seen as the causal agent or structure principle of that particular text. Similarily, when a lexical set regularly occurs within the comment section of sentences, the lexical set will be perceived as representing the point of that text. (Copies of two texts that were analyzed are appended.) (HOD)

ED 236 637 CS 207 912

Nicholson, Tom
An Assessment of the Effects of Different Error Types on Understanding of Connected Discourse.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Education; *Error Analysis (Language); *Error Patterns; Measures (Individuals); Oral Reading; *Reading Comprehension; Reading Diagnosis; Reading Processes; *Semantics; Simulation
IDENTIFIERS- *The Research Instruments Project

Designed to analyze systematically the relative effects of different types of oral reading errors on comprehension, this instrument consists of a basic set (each with an easy and a hard version) of six stories. Every story is transformed so that it contains simulated errors of a particular type: (1) correct, (2) semantically related visually unrelated, (3) semantically unrelated visually related, (4) semantically and visually unrelated, (5) no response, and (6) mixed simulate type. After reading each story, subjects answer six cloze-type questions and two additional questions designed to test inferential comprehension. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (primary, upper elementary), purpose, and physical characteristics.) (JL)

ED 236 653 CS 207 928

Quellmalz, Edys

Scale for Evaluating Narrative Writing (SENW).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Secondary Education; Evaluation Criteria; Grammar; Higher Education; Measures (Individuals); Narration; *Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- The Research Instruments Project

Designed as a criterion-referenced scale to describe levels of writing skill development for basic essay elements, this instrument provides separate six-point rating scales for general competence of a narrative essay and the levels of development of focus and organization, support, and grammar/mechanics. The mechanics scale includes a brief guide for identifying certain errors in sentence construction, usage, spelling, punctuation and capitalization. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (elementary through postsecondary and adult), purpose and physical characteristics.) (HTH)

ED 236 670 CS 207 945

Quellmalz, Edys
Scale for Evaluating Expository Writing (SEEW).
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Secondary Education; Evaluation Criteria; Expository Writing; Higher Education; Measures (Individuals); *Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *The Research Instruments Project

Designed as a criterion-referenced scale to describe levels of writing skill development for basic essay elements, this instrument provides separate six-point rating scales for general impression of the quality of an essay, general competence, coherence, paragraph organization, support for main ideas, and mechanics. Validity, reliability and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (intermediate through postsecondary and adult), purpose, and physical characteristics.) (HTH)

ED 236 702 CS 207 994

Simpson, Jeanette
A Writing Contest? Why Bother.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Competition; Elementary Education; *Film Criticism; Junior High Schools; Motivation Techniques; Program Descriptions; Teaching Methods; *Writing (Composition); Writing Exercises
IDENTIFIERS- *Contests; PF Project

An approach to generating enthusiasm for writing through a writing contest is described in this brief article. AUTHOR'S COMMENT (excerpt): Why would a librarian sponsor a writing contest for more than eleven hundred students in an elementary school? I wanted to provide a writing experience for my students that would be a positive one; I hoped to generate enthusiasm for writing. A contest seemed an appropriate vehicle for involving the entire student body while providing a purpose for writing. PROCEDURES (excerpt): I began with "The Red Balloon," a film wth no dialogue or narration. Students viewed the film and were allowed two weeks to complete entries that included poems, short stories, or essays expressing any themes or experiences of the film. Entries were judged on the qualities of appeal and originality. All participants received certificates on Honors Day at the end of the school year. Winners received ribbons on their certificates. The second year's contest was handled similarly. I chose "Clown," another film without dialogue or narration, as the stimulator. To assure the student's understanding of the film, especially the significance of the ending, I summarized the story before the viewing. The judging and reward system remained the same. (KC)

ED 236 718 CS 504 414

Ray, Eileen Berlin
Job Burnout from a Communication Perspective.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Burnout; *Communication (Thought Transfer); *Communication Research; *Hospital Personnel; Job Satisfaction; *Models; Organizational Climate; Organizational Communication; Research Methodology; *Stress Variables

A study tested a causal model of job burnout from a communication perspective. Drawing from Linear Force Aggregation Theory, social structure theory, and current burnout literature, the study posited direct relationships between network integration, job-related stress, and cognitive distance between perceptions of self and job. It also hypothesized that cognitive distance would mediate the relationships of network integration and stress to burnout. The subjects, nurses and aides from seven different units of a large children's hospital, completed measures of burnout, cognitive distance, job-related stress, and network integration. Results showed that although the model fit the data, only the path of stress to burnout was significant. The fact that the model was not supported indicates a lack of empirical support for assertions found throughout the burnout literature. (Extensive tables of data are appended.) (Author/FL)

ED 236 307 CE 035 827

Holtzclaw, Louis R.

The Importance of Self-Concept for the Adult Learner.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Development; Adult Education; *Adult Learning; *Adult Students; *Experience; Experiential Learning; Individual Development; *Self Actualization; *Self Concept

Self-concept is an important element in the growth and developmental process for individual human beings. Adult learners in institutional programs need assistance in probing their inner selves to be able to move ahead in their lives. David Kolb's work with the experiental learning model is especially appropriate in dealing with adult learners. In addition to providing a framework for conceptualizing individual differences in learning styles and social adaptation, the model suggests more normative directions for human growth and development. The particularity of one's cultural/personal history is pivotal in the emerging self-concept. One must look objectively at one's history, relate it, and calibrate it to the present experiences with which one is struggling in the effort to gain self-knowledge. Armed with an accurate self-concept, the individual can find self-actualization. As the individual moves through life, he/she must face various role demands. Each person has some center of ultimate concern that defines the center of self and gives the organizing principle for all the various "callings." The task of bringing these diverse inner elements or roles into a cooperative, contributive relationship with each other is a major task of self-concept identification for every adult. (YLB)

ED 236 335 CE 037 360

Herr, Gregory
Making Vocational Choices: A Study of Vocational Program Attrition in New Hampshire.
Applied Research Consulting, Inc., North Hampton, NH.
SPONS. AGENCY- New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.
PUB DATE- 31 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Persistence; *Dropout Attitudes; *Dropout Characteristics; Dropout Prevention; Dropout Research; *Dropouts; *Enrollment Influences; School Holding Power; Secondary Education; Student Attitudes; Student Attrition; Student Characteristics; *Student Motivation; *Vocational Education; Withdrawal (Education)
IDENTIFIERS- New Hampshire

This study was conducted to explore the economic and programmatic implications of school-year program attrition in secondary vocational programs in New Hampshire. The study included students who switched to other vocational programs as well as those who switched to a general academic or a college preparatory curriculum. Interviews were conducted, then 285 questionnaires were mailed to a random sample of program leavers in July 1983. The study concluded that motivations to enter and leave a vocational program are both multidimensional. The primary reasons for program attrition were decisions about career directions, new vocational choices, and related personal decisions. Although demographic factors were relevant, no evidence suggested that program attrition was caused by weak programs or poor teaching, nor that program leavers were poorly motivated to learn. The study recommended that greater emphasis should be put on the role of guidance and counseling prior to program enrollment. (KC)

ED 236 349 CE 037 393

Short, Sam
Installation of Ceramic Tile: Residential Thin-Set Methods.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Tile Council of America, Inc., Princeton, NJ.

PUB DATE- 83
AVAILABLE FROM- In-State: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 ($12.00); Out-of-State: Tile Council of America, Inc., P.O. Box 326, Princeton, NJ 08540 (Write for price).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Ceilings; *Construction Materials; Equipment Utilization; *Flooring; Guidelines; Hand Tools; Instructional Materials; Job Skills; Learning Activities; Measurement Techniques; Safety; Secondary Education; Teaching Methods; *Trade and Industrial Education
IDENTIFIERS- *Ceramic Tile; *Tile Occupations

This curriculum guide contains materials for use in teaching a course on residential thin-set methods of tile installation. Covered in the individual units are the following topics: the tile industry; basic math; tools; measurement; safety in tile setting; installation materials and guidelines for their use; floors; counter tops and backsplashes; wet area walls, floors, and ceilings; and renovation and repair. Each unit contains performance objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and answers to the tests and assignment sheets. (MN)

ED 236 391 CE 037 491

Li, Virginia C., Ed.; And Others
Preventing Cancer in the Workplace and Community. Volume II. Cancer, the Worker and the Community. An Independent Study Guide.
California Univ., Los Angeles. School of Public Health.; Johns Hopkins Univ., Baltimore, Md. School of Hygiene and Public Health.; State Univ. of New York, Saratoga Springs. Empire State Coll.

SPONS. AGENCY- National Cancer Inst. (NIH), Bethesda, Md.
PUB DATE- Sep 83
GRANT- R18-CA-27557
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Cancer; Citations (References); *Conservation (Environment); Course Content; *Environmental Influences; Environmental Standards; Health; Higher Education; Independent Study; Learning Activities; Occupational Diseases; *Occupational Safety and Health; Programed Instructional Materials; Radiology; Smoking; Units of Study; *Work Environment

This second volume of a two-volume set on prevention of cancer in the workplace is a self-instructional manual designed for independent study by students who consult on a regular basis with an instructor. The manual follows a consistent format. The narrative text in each of three sections presents current knowledge about the subject and refers to readings in the course textbooks. Exercises, following each section of the manual, are designed both to assess student learning and to extend student thinking about the issues discussed in the chapter. Suggested readings provide further references for the student. A glossary summarizes the technical terms used throughout the manual. It also contains a self-assessment questionnaire that may be used as both a pretest and a posttest. Finally, the manual provides a sample individualized learning contract that can give structure to the study. The three sections of the manual cover the following topics: a scientific look at cancer, cancer prevention, and topics of special interest (radiation and cancer, literary portrayals of the workplace, psychosocial aspects of cancer, and federal intervention efforts). A short glossary and lengthy bibliography complete the manual. (KC)

ED 236 404 CE 037 551

Wichowski, Chester P.; And Others

Family and Individual Services.

New Jersey Vocational-Technical Curriculum Laboratory, New Brunswick.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Choice; Career Exploration; *Career Ladders; Community Resources; *Community Services; Course Content; Curriculum Guides; *Family Life Education; *Human Services; Individual Development; *Individual Needs; Learning Activities; Occupational Information; *Problem Solving; Secondary Education; Vocational Education
IDENTIFIERS- *Resource Utilization

This curriculum guide provides materials for a four-unit course at the secondary level in family and individual services. Unit objectives are listed and referenced to the content outline that follows. The four units cover these topics: recognizing family and individual needs, resources for meeting family and individual needs, using services to meet family and individual needs, and career ladders in family and individual service fields. Each unit begins with an overview. For each objective in the unit, these types of information are provided: a topical outline; a list of suggested learning activities; a resource list of books, pamphlets, audiovisual materials, and/or speakers; and discussion questions. Activity sheets for the entire unit are found at the end of each unit. (YLB)

ED 236 433 CE 037 672

Lombana, Judy H.; Pratt, Phillip A.
Communication Skills for Career Success: A Programmed Textbook. Book I: Overview and Active Listening.
University of North Florida, Jacksonville.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
PUB DATE- Aug 78
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Communication (Thought Transfer); *Communication Problems; *Communication Skills; Content Analysis; Feedback; Independent Study; *Interpersonal Communication; *Job Skills; Listening; Listening Comprehension; Listening Habits; *Listening Skills; Nonverbal Communication; *Organizational Communication; Postsecondary Education; Programed Instructional Materials; Secondary Education; Verbal Communication; Work Environment

As the first volume in a set of programmed instructional materials to help college students improve their communication skills in preparation for the job market, this booklet presents an overview of communication skills and a section on active listening. Designed for students to use on their own, the format of the program is to present a situation in which a communication skill had not been used well and then give the student several answers about what went wrong or what could be done to correct the situation. The text also includes questions for student self-evaluation and review questions. The materials are illustrated with cartoon-type drawings. (KC)

ED 236 448 CG 016 997

Brion-Meisels, Steven; And Others
Decisions about Work. Adolescent Decisions Curriculum.
Judge Baker Guidance Center, Boston, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G-008001910
AVAILABLE FROM- Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adolescent Development; Adolescents; *Career Awareness; Career Counseling; Career Development; Career Exploration; *Decision Making Skills; Interpersonal Competence; *Job Search Methods; Job Skills; Learning Modules; Secondary Education; *Secondary School Curriculum; Skill Development; Teaching Guides; Unemployment; Vocational Education; Vocational Interests

This teacher's manual is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: work, drug (substance) use and abuse, sexuality and social relationships, people and government, and juvenile law. The decisions about work program combines general job and economic awarness with a focus on specific skill development. Each lesson uses activities, e.g., role play, films, site visits, speakers, handouts and worksheets, and references to develop decision-making and negotiation skills as they relate to finding, getting, and keeping a job. Positive worker role models, work experiences, and career awareness are integrated into the lessons. The program is divided into seven general topics and then further subdivided into 31, sequential 45-minute lessons. The content areas include: Introduction (job interests and exploration); World of Work (job site visits, speakers); Unemployment (concept, economics); Personal Interests and Skills (assessment, exercises, self awareness); Job Hunting Steps (procedures, practice); Personal Data (resume, job hunting skills); and Interpersonal Skills (employer survey, interview, work expectations). A final student assessment and course evaluation complete the manual. (BL)

ED 236 477 CG 017 027

Lee, Courtland C.; Thomas, Antoinette F.
Rural Minority Adolescents: New Focus in Career Counseling.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; American Indians; Blacks; *Career Counseling; *Career Development; Employment Opportunities; Industrialization; *Minority Groups; *Rural Areas; *Rural Youth; Secondary Education; Vocational Education

While more new industrial jobs have been created in rural areas than in metropolitan centers in the last two decades, both white and minority rural workers lag behind their urban counterparts in vocational development. Since this rural labor force is composed mainly of the poor who have little schooling, formal skill training, or on-the-job training, they are generally hired for low-paying jobs. Thus, a need exists to improve vocational counseling for rural adolescents. This paper presents six suggestions for improving career counseling efforts for rural minority youths, based on a study of the career development of Black and Indian youths (N=800) from five rural counties in North Carolina. The recommendations are: (1) link career counseling for minority youths to economic and industrial development in rural areas, e.g., facilitating understanding of "high tech" occupational opportunities; (2) promote the upgrading of math and science education for minorities, possibly through use of consultation with new industries; (3) involve parents in career counseling; (4) emphasize minority female career development, e.g., advocate equal participation in rural "high tech" opportunities; (5) counsel for rural minority entrepreneurship, emphasizing formal experiences in entrepreneurial development; and (6) provide greater access to career counseling for rural minority youths. (WAS)

ED 236 508 CG 017 060

Lines, Patricia; And Others
Sex Equity in Public Education. Issuegram 35.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Court Litigation; *Educational Policy; Educational Principles; *Equal Education; *Legal Responsibility; *Public Education; *Sex Fairness

Sex discrimination in American education remains a persistent problem that requires concerted attention from many different perspectives. This Issuegram focuses on the legal mandates requiring sex equity in public schools. A brief background indicates a history of sex discrimination in education dating back to 1783. Several important weapons for ending sex discrimination are discussed, including federal constitutional requirements, state equal rights amendments, Title IX, and equal employment opportunity laws including Title VII of the 1964 Civil Rights Act. Some results of litigation under these laws are briefly discussed, and implications for state and federal policymakers are highlighted. (JAC)

ED 236 525 CS 006 945

Kaufman, Maurice
Effect of Content Instruction on Cloze Passage Performance.
PUB DATE- 29 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cancer; *Cloze Procedure; College Students; Comparative Analysis; *Content Area Reading; Health Occupations; Higher Education; *Learning Strategies; Pretests Posttests; *Reading Comprehension; *Reading Research; Teacher Education; *Test Reliability; Test Validity; Vocabulary Skills
IDENTIFIERS- *Content Learning

A study examined the use of cloze procedure as a measure of learning from content instruction. Subjects were 35 physician assistant (PA) students in a cancer prevention course and 31 education students (ED) enrolled in reading instruction courses. Cloze passages were constructed from published selections on the reading process and occupationally related cancer. Every fifth word was deleted, except for the first and last sentences. Scoring was for exact replacement. Analysis of covariance was used to compare posttest scores of the two subject groups with corresponding pretest scores as covariates. PA students surpassed reading students on total scores on the cancer passage, showing the greatest gains on content related words. Superiority of the PA students on this passage was ascribed to the effects of content instruction. However, the ED students did not achieve superior scores on the reading passage, possibly because they failed to incorporate this subject matter from their reading education courses. (Suggestions for improving the selection and use of content related words are included.) (HTH)

ED 236 542 CS 007 280

Erickson, Lynn
Teaching Comprehension. (Application of the Model by Dr. M. Hunt.)
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; Content Area Reading; *Critical Thinking; Elementary Education; Models; *Questioning Techniques; *Reading Comprehension; *Schemata (Cognition); Teaching Methods
IDENTIFIERS- *Synaptic Linking Process

Through instruction in synaptic linking--the process of relating ideas and information to produce expanded interpretations and new constructs--teachers provide students with a model for answering higher level questions about their reading material. Presenting a carefully planned sequence of reading comprehension questions that require skills ranging from simple recall to evaluation, teachers establish an interplay between creative top-down and skill based bottom-up processing and lead students to make mental associations using their imagination and the critical/creative reading processes. By giving students practice with writing, problem solving, doing anagrams, and text mapping, and by encouraging their participation in Junior Great Books--a program fostering individual interpretive thinking through a process of shared group inquiry--teachers can encourage students' independent use of the synaptic linking process. Teachers can also improve students' reading comprehension by increasing their fluency with exercises in oral reading, vocabulary development, and independent reading. Finally, teachers can use content in other subject areas to both strengthen reading comprehension and stimulate synaptic linking. (Contains a scope and sequence chart for reading in biological science.) (MM)

ED 236 572 CS 007 360

Hunt, Earl

The Next Word on Verbal Ability.

Washington Univ., Seattle. Dept. of Psychology.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Oct 83
CONTRACT- N00014-80-C-0631
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Context Clues; Individual Differences; *Listening Comprehension; Literature Reviews; Oral Language; *Reading Comprehension; *Reading Skills; *Reading Strategies; Sentence Structure; Speech Communication; Speech Skills; *Verbal Ability; Word Recognition
IDENTIFIERS- *Parsing

Recent literature on individual differences in verbal ability indicates that people demonstrating high verbal comprehension are quicker and more accurate in identifying lexical items, as well as more rapid in parsing sentences. They are not, however, more sensitive to the general gist of a passage, and thus do not respond to priming from context more than do people of lesser verbal ability. People with good verbal ability are more aware of a passage's precise linguistic message and of the ways of manipulating it independent of context. Thus, verbally competent people are better able to respond to the meaning of the message itself and do not need to depend upon contextual clues to the same extent as the less verbally adept. (Author/MM)

ED 236 686 CS 207 963

Dyson, Anne Haas
Understanding the How's and Why's of Writing: The Development of Children's Concepts of Writing in Primary Classrooms. Volume 1: The Kindergarten Data.
SPONS. AGENCY- Georgia Univ., Athens.; National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Classroom Communication; Classroom Observation Techniques; *Cognitive Development; *Concept Formation; Kindergarten Children; Language Patterns; *Language Usage; Primary Education; Student Needs; Student Teacher Relationship; Teaching Methods; Writing Improvement; *Writing Processes; *Writing Research; *Writing Skills

The product of a study documenting the classroom writing behavior of three kindergarten and three second grade students, this research report focuses on the kindergarten data. Following an introductory chapter describing the theoretical assumptions underlying the project, the research questions posed, and the provisions made to insure reliable and valid data, chapter two cites related research on early literacy, describes the present study, and presents a case study of a male student. Chapter three offers case studies of two female students. Both chapters two and three contain descriptions of student writing tasks, copying and free writing skills, and school success and chapter four details three children's behavior while copying words. Chapter five records the study's findings, which include the following: (1) written language is a system the children reconstruct as they interact with the environment, (2) children look for patterns in the construction of writing tasks, (3) the decontextualized nature of written language poses a significant problem for the children, (4) separating meaning from encoding in writing instruction does not help students learn how graphics and intentions are connected, and (5) personal interactions during writing affect writing strategies and outcomes. In addition, the report suggests the need to adapt school tasks to individual needs. Appendixes include observation sheets and recorded data. (MM)

ED 236 322 CE 037 316

Schroeder, Karsten
Making Work Go Round. Plans for Combatting Unemployment. Special Report.
Inter Nationes, Bonn (West Germany).
REPORT NO.- SR-8-83(e)
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Change Strategies; Employment Opportunities; Employment Patterns; *Employment Practices; Job Sharing; Labor Market; *Labor Utilization; *Part Time Employment; Policy Formation; Program Effectiveness; Public Policy; *Reduction in Force; *Unemployment; *Working Hours
IDENTIFIERS- Early Retirement; *West Germany

In the Federal Republic of Germany, as elsewhere, the recent unemployment crisis has forced politicians, economists, trade unionists, and experts to consider a number of courses of action designed to reduce working time. Included among these alternatives are the following: adopting the 35-hour work week, shortening working life through early retirement, creating more part-time positions, and lengthening annual holidays. Of all the proposals discussed for a long-term solution of the unemployment problem in the Federal Republic of Germany, the adoption of the 35-hour work week would have the most impact. Because of the country's tight financial position, however, this practice probably will not become a reality. Despite the fact that the debate over the relative feasibility of shortening weekly hours will probably become sharper in the next few months, it appears that the practices of job-sharing and part-time work will become increasingly more widespread as more and more house agreements regulating these are drawn up. While the effect of these practices on unemployment are still relatively weak, they could gain in importance over a period of time. (MN)

ED 236 419 CE 037 573

Hofmann, Sudie, Comp.
In Recognition of Culture: A Resource Guide for Adult Educators about Women of Color.
Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Adult Basic Education; Adult Literacy; American Indians; Asian Americans; Blacks; *Classroom Techniques; Cultural Differences; *Cultural Influences; Culture; *Disadvantaged; Economically Disadvantaged; Educational Resources; Equal Education; Females; Guidelines; Haitians; Hispanic Americans; Indochinese; Latin Americans; Limited English Speaking; Literacy Education; Migrant Problems; Migrant Workers; *Minority Group Influences; *Minority Groups; Non English Speaking; Nonformal Education; Pacific Americans; Rural Education; Sex Fairness; Social Discrimination; *Womens Education
IDENTIFIERS- United States (South)

This guide was prepared to aid adult educators in teaching women of minority groups in adult basic education programs. It provides background information about the cultural roles and expectations of these women so that teachers can structure the classroom situation to serve their needs. The first section of the guide contains six essays on the background and cultural norms of the following groups: American Indian women, black women, Haitian women, Hispanic women, Indochinese women, and peasant (migrant) women. The second section of the guide lists local contacts, national contacts, and resources for various groups of women and types of education. Resources are suggested for these groups of women: American black, Asian American, displaced homemakers, Haitian, Hispanic, migrant, Native American, refugee, rural, and Southern; and for these educational concerns: English as a Second Language, literacy, nonformal education, sex equity, and adult education. The guide also contains the names of the project consultants who worked on the guide, funding information, and a discussion of the use of the term "women of color." (KC)

ED 236 493 CG 017 043

McCann, C. Douglas
Processing Goals and Social Judgment.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Cognitive Style; *Evaluative Thinking; *Memory; Perception; *Recall (Psychology); Responses; Schemata (Cognition); *Serial Ordering; Social Cognition
IDENTIFIERS- *Impression Formation

Cognitive psychologists believe that knowledge is multifaceted and that people process more than just semantic content from a stimulus array. To investigate the implications of recall and impression formation processing objectives on the representation of serial order in memory and judgment, subjects participated in two recall and impression formation studies. In the first study, subjects read an essay describing a fictional person and then were asked to reproduce the information they had read (recall) and to give their impressions of the character. In the second study, subjects read a fictional legal case involving an assault between two persons. At selected measurement intervals subjects responded to items assessing their judgments of the guilt of the parties in the case, their confidence in the judgments, the parties' responsibility, and their attitudes toward the parties. An analysis of the results provided little evidence that processing objectives affect the representation of sequential order in memory. Both studies found that the sequential order of stimulus input was maintained in the representations formed and that its manifestation in output was dependent upon output goals. Results from study two suggested that subjects retrieving sequential information under a recall objective, as compared to an impression formation objective, were more negative in their judgments. (BL)

ED 236 590 CS 207 568

English Language Arts: Early Years. Curriculum Support Series.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-86497-067-6
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Drama; Educational Objectives; Elementary Education; *English Curriculum; Foreign Countries; Handwriting; *Integrated Curriculum; *Language Arts; Learning Activities; Literature Appreciation; Oral Language; Primary Education; Reading Instruction; Resource Materials; Spelling Instruction; State Curriculum Guides; Student Evaluation; Teaching Methods; Visual Literacy; Writing Instruction
IDENTIFIERS- PF Project

This curriculum guide for kindergarten through grade four divides language arts into eight subject areas. Each subject area is covered in a separate section; however, the focus of the guide is on providing an integrated curriculum. The following are included in most or all of the sections: introduction, goals/objectives, evaluation, and bibliography. The subject areas (with additional topics in parentheses) are: (1) oral language (language development, functions of language, classroom environment, integration, discussion, informal talk, creative expression, activities, and listening); (2) literature (teacher strategies, sample lessons, storytelling, and book selection); (3) drama (teaching implications); (4) reading (readiness, self-concept, reading comprehension, vocabulary development, word perception skills, oral reading, questioning, organizing for instruction, integration, adapting program to student needs, and suggested resource books); (5) visual communication (teaching strategies); (6) writing (children's writing development, composition, strategies, and sample stories); (7) spelling (spelling development, spelling process, instructional approaches, planning a program without a text, error analysis, and activities); and (8) handwriting (readiness, teaching handwriting, and quality of handwriting). The final chapter provides strategies and activities for integrating the language arts curriculum. (DC)

ED 236 607   CS 207 586

Gallo, Donald R.
Writing from Literature.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Class Activities; College English; *English Curriculum; Higher Education; Learning Activities; *Literature; Secondary Education; Teaching Methods; *Writing Exercises
IDENTIFIERS- PF Project

An approach to writing for junior high through college writing and literature classes is presented in this brief article. AUTHOR'S COMMENT (excerpt): Writing from literature, instead of only about literature, can provide creative approaches to the study of literary works. The activities listed can be done in conjunction with the study of a single assigned book, or--in junior and senior high school--they can take the place of the traditional book report on outside reading. CLASSROOM EXERCISE (excerpt): (1) Pick a book you've read. (2) Pick a key character from that book. (3) Choose one major problem that character has. (4) Write a letter that your character might write about that problem to Ann Landers or Dear Abby. (5) When the writing is finished, place all the letters in a pile and scramble them. (6) Blindly select a letter from the pile. (7) As if you are Ann or Abby, write a response to the problem expressed in that letter. OTHER ACTIVITIES: Fifteen additional, increasingly complex, topics for writing from literature are described. Three sets of assignments containing multiple activities for a single work are suggested for "A Separate Peace," "When Legends Die," and "Macbeth." (KC)

ED 236 654 CS 207 929

Hartnett, Carolyn
Analyzing Cohesive Ties (ACT).
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Cohesion (Written Composition); Elementary Secondary Education; *Evaluation Methods; Postsecondary Education; *Writing Evaluation; Writing Instruction
IDENTIFIERS- *The Research Instruments Project

Designed to identify and tabulate the various cohesive ties in writing, this instrument is a tabulation sheet for recording all instances of cohesive ties. The sheet includes columns for recording the cohesive word, the number of the sentence in which it appears, the referent of the cohesive word, and the number of the sentence in which it appears. It also provides brief descriptions with examples of the types of cohesion, and instructions for tabulators. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (primary through postsecondary and adult), purpose, and physical characteristics.) (HTH)

ED 236 671 CS 207 947

Christensen, Jane, Ed.
Your Reading: A Booklist for Junior High and Middle School Students. Sixth Edition.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5938-9
PUB DATE- 83
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 59389, $12.00 non-member, $10.00 member).
LANGUAGE- English
EDRS Price - MF05/PC31 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTIONS- *Adolescent Literature; Annotated Bibliographies; Elementary Secondary Education; Junior High Schools; *Literature Appreciation; Middle Schools; Reading Interests; *Reading Materials; Student Interests

With many annotations written or edited by students, this booklist contains 3,100 citations of fiction and nonfiction publications for adolescents. Most entries were published within the past few years, although well-written older books are also included. The annotations, which include appropriate age ranges, are categorized as follows: Fiction--(1) adventure; (2) family situations; (3) friendship; (4) dating and love; (5) racial, ethnic, or religious groups; (6) sports; (7) physical handicaps; (8) mental and emotional problems; (9) death and dying; (10) mysteries; (11) historical novels; (12) science fiction; (13) fantasy and folklore; (14) the supernatural; (15) humor and satire; (16) poetry; (17) plays; and (18) short story collections; Nonfiction--(19) animals; (20) biography; (21) fine arts; (22) mass media; (23) personal improvement and health; (24) history and government; (25) hobbies and crafts; (26) occupations and careers; (27) places and people of the world; (28) sciences; (29) languages; (30) social issues; (31) witchcraft, magic, and the occult; and (32) information and reference guides. A directory of publishers, and title and author indexes are included. (HTH)

ED 236 703 CS 504 219

Plimpton, George
How To Make a Speech. Power of the Printed Word.
District of Columbia Public Schools, Washington, DC. Div. of Special Education and Pupil Personnel Services.
PUB DATE- 81
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept. 9, P.O. Box 954, Madison Square Station, New York, NY 10010.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Communication Apprehension; Guidelines; *Public Speaking; *Speeches
IDENTIFIERS- PF Project; *Speech Writing

Scary as making a speech is, it's important for anyone to be able to speak in front of others. When picking a topic, keep the audience in mind. What are they interested in and how much do they already know about your subject? When planning what to say, research the topic thoroughly. Organize the speech in three parts: introduction, main body, and summation. The introduction is important because this is where the audience makes up its mind about the speaker. The four intents of the main body are to entertain, to instruct, to persuade, and to inspire. The summation should incorporate a sentence or two which sounds like an ending. Ideally, the speech should not be read, or at least not appear to be read. The best speakers are those who sound spontaneous even if the words are memorized. Brevity is an asset; twenty minutes is ideal. Consult a dictionary for proper meanings and pronunciations. It helps to pick out a few people in the audience to focus on. A question period at the end is a good notion. Larger crowds are easier to speak to because the response is multiplied. Few speakers escape the butterflies, but they are beneficial rather than harmful. (DC)

ED 236 719 CS 504 415

Hudson, Timothy J.
Pictures, Spoken Word and Electronic Print: A Combination of Presentation Modes in Educational Television.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Communication Research; *Educational Television; Grade 5; Intermediate Grades; *Learning Modalities; *Mass Media Effects; *Production Techniques; Reading Research; *Recall (Psychology); Television Research; *Television Viewing
IDENTIFIERS- *Electronic Print; Print Awareness

A study examined whether the addition of electronic print to the audiovisual medium of television would significantly improve the information recall of children viewing a television program. Subjects in the control group viewed a videotaped version of a fictional narrative, while students in the experimental group watched the same tape, with the addition of a printed narrative displayed on the monitor. Both groups completed a written recall test immediately following the viewing. Results showed that the addition of electronic print to the video presentation did not significantly increase the information recall of the children viewing it. The findings seem to contradict recent research in the area of modality combination showing that if two modalities are viewing it. Past research seems to indicate that any dual modality combination of pictures, sound and print communicates more effectively than the modalities singularly. But based on this study, all three together are not better than a dual combination. (Copies of the text of the electronic print narration and of the recall test used in the study are appended.) (FL)

ED 236 308 CE 036 790

Patrick, Walter K.

Social Networks as a Mode of Informal Learning in Health Care--Comparison of Networks in Three Systems: Health, Education and Community Development.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; Adult Education; Adult Educators; Community Development; Developing Nations; Health Activities; *Health Education; Health Personnel; Information Dissemination; *Linking Agents; *Networks; Nonformal Education; Outcomes of Education; Outreach Programs; *Volunteers
IDENTIFIERS- *Sri Lanka

An attempt was made to study the influence of social networks in Sri Lanka by identifying, selecting, and training volunteers to serve as informal educators of their own social networks. These educators who each were to serve a cluster of 20-25 families were young adults; the majority were females linked to health, education, or community development staff and institutions. The pattern of health care use within the small population units was observed. The process of seeking care seemed to be mediated by an amorphous system of advisors, providers, and supporters within the immediate family and significant others within the family cluster--with females and males playing distinct roles. After a three-month training period, the volunteers were studied through longitudinal surveys as they tried to improve the quality and quantity of interaction within the families to promote better health care. It was found that the volunteer health worker system for education and intervention provided a mechanism to grasp latent opportunities within communities to bring about changes in health behavior. The value systems within different organizational contexts were reflected in the performance of the volunteers; the health-linked volunteers demonstrated the clinic approach in immunization and antenatal care, while organizational activities were highlighted by volunteers linked to the community development system. The school system seemed to nurture the self-care role best and to be even more effective than the formal health care system in the promotion of preventive care. The study suggested that a group of young, predominately female volunteers can be effective in promoting health care in countries like Sri Lanka where a preponderance of educated youth live. (KC)

ED 236 405 CE 037 552

Wichowski, Chester P.; Harvan, Robin Ann
Application of the DACUM Process in Allied Health Education: The Development of a Dental Assisting Curriculum.
PUB DATE- Nov 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Allied Health Occupations Education; *Curriculum Development; *Dental Assistants; *Job Skills; *Material Development; Workshops
IDENTIFIERS- *DACUM Process

During the development of a dental assisting curriculum, a commitment was made to employ the DACUM (developing a curriculum) process as a foundation to the curriculum. Dental assistants and dentists met at three DACUM workshops to develop a definition of the dental assistant and an outline of clinical competencies in the form of tasks and duties specific to the dental assistant in New Jersey. Once the DACUM profile had been developed and reviewed, the product served as the basis for the development of instructional content and curriculum materials that focused on student attainment of the specified skills identified. These tasks were accomplished: project staffing, development of a curriculum materials format, establishment of an integrated sequence of instruction (a curriculum content outline), development of clinical competency statements, and development, review, and revision of materials for printing. (Appendixes include the dental assistant definition and DACUM outline developed in the workshops, the curriculum unit outline, and the DACUM performance matrix showing the relationship of DACUM performance elements to the curriculum unit outline.) (YLB)

ED 236 434 CE 037 673

Lombana, Judy H.; Pratt, Phillip A.
Communication Skills for Career Success. A Programmed Textbook. Book II: Assertive Communication.
University of North Florida, Jacksonville.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of

Vocational, Technical and Adult Education.
PUB DATE- Aug 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Assertiveness; *Business Education; *Communication Skills; Conflict Resolution; Education; Employee Attitudes; Employer Employee Relationship; Human Relations; Independent Study; *Interpersonal Communication; *Interpersonal Competence; Learning Activities; Nonverbal Communication; Office Occupations; Office Occupations Education; Peer Relationship; Postsecondary Education; Programed Instructional Materials; Secondary Education; *Verbal Communication; Work Attitudes; Work Environment

This programmed text for self-study provides information on assertive communication in business. Part of a series of such texts, the book presents examples of familiar work situations involving interpersonal problems. The text then discusses each of the answers and explains why one or the other is appropriate for communicating assertively. Some of the topics covered in the book's situations include body language, active listening, facial expressions, communicating feelings, communicating responsibly, "I-messages," and communicating a decision when other less stringent methods have not worked. The text is illustrated with cartoon drawings. (KC)

ED 236 463 CG 017 013

Katzman, Melanie A.; Wolchik, Sharlene A.
Bulimics with and without Prior Anorexia Nervosa: A Comparison of Personality Characteristics.
PUB DATE- 29 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Anorexia Nervosa; Behavior Patterns; Body Image; College Students; Depression (Psychology); Eating Habits; *Females; Higher Education; Personality Problems; *Personality Traits; *Psychological Patterns; Self Concept; Self Esteem
IDENTIFIERS- Binge Eating; *Bulimia

A controversial issue in the literature on eating disorders is whether or not bulimia is a disorder distinct from anorexia nervosa. To compare the personality and behavioral characteristics of bulimic women with and without prior anorexia nervosa, 14 female college students (mean age 19.6 years, 86 percent white) were divided into two groups according to operationalized Diagnostic and Statistical Manual (DSM III) criteria for bulimia (N=5) and bulimia-anorexia nervosa (N=9). Subsequently they were administered a battery of questionnaires assessing personality traits and eating disorders including the Herman and Polivy Restraint Scale Revised; Hawkins and Clement Binge Eating Scale; Demand for Approval and the High Self-Expectations subscales of the Jones' Survey of Beliefs and Feelings; Kurtz Body Attitude Scale; Levenson and Gottman Dating and Assertion Questionnaire; Rosenberg Self-Esteem Index; Spence and Helmreich Personality Attributes; and the Beck Depression Inventory. An analysis of the results showed that bulimic women with a prior history of anorexia were more depressed than nonanorexic bulimic women. Bulimic women with a history of anorexia also reported previous treatment for weight related difficulties and higher family incomes than nonanorexic bulimic women. Personality traits for both groups were similar, i.e., low self esteem, high need for approval, high self expectations or perfectionistic strivings, and a poor body image. All women recognized their eating habits as disruptive and expressed an interest in receiving treatment. (BL)

ED 236 509 CG 017 061

Noak, Mary
School Programs to Prevent Drug Abuse. Issuegram 18.
Education Commission of the States, Denver, Colo.
PUB DATE- 3 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Discipline; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Prevention; *School Role; State Agencies

This Issuegram briefly discusses the role of the school in the prevention and minimization of drug use problems. Two approaches to the problem are considered: the disciplinary approach that concerns the behavior of school personnel confronted with drug activity on school property, and the pedagogical/or educational approach. The roles of the state education agency and the state alcohol and drug authority are also discussed. The Issuegram outlines other strategies for preventing drug abuse that can supplement school programs, including alternative activities, peer counseling, adult influence, and reinforcement of positive behavior. Additional resources and suggested readings are listed. (JAC)

ED 236 558 CS 007 345

Wray, David

Improving Reading through Project Work.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Assignments; *Content Area Reading; Elementary Secondary Education; Independent Study; Motivation Techniques; Program Evaluation; Reading Improvement; *Reading Skills; Student Interests; *Student Projects; *Student Research; *Student Teacher Relationship; Teaching Methods
IDENTIFIERS- Research Papers (Students)

Student research projects fail as a reading development technique if students have not mastered the skills necessary to complete the project or if the project's purpose is not clearly defined. When presented effectively, however, these projects provide a highly motivating and meaningful context for using reading skills. Viewed as a method of developing information skills, project work falls into six distinct stages: (1) defining subject and purpose, (2) locating information, (3) selecting information, (4) organizing information, (5) evaluating information, and (6) communicating results. Students doing project work must follow four steps: determining goals or aims, making plans to achieve these goals, carrying out the plans, evaluating the success of the project, and using this evaluation to review plans and goals for next time. Project work is more effective if schools, as well as teachers, develop a policy for using student projects within the curriculum. (MM)

ED 236 638 CS 207 913

Rabianski, Nancyanne
Scoring Writing with an Informative Aim.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Evaluation Criteria; Higher Education; *Holistic Evaluation; Measures (Individuals); Secondary Education; *Writing

Evaluation; *Writing Instruction; Writing Skills
IDENTIFIERS- *The Research Instruments Project

Designed to evaluate the degree to which an essay is successful in giving information, this instrument is an analytic/holistic scoring guide for evaluating any writing that contains generalizations supported by elaboration. The following criteria are applied: (1) relevance--any statement that gives information or elaborates on information already given receives credit; (2) non-repetition--statements are not accorded credit more than once; (3) variety--a variety of statements should support the general thesis; and (4) depth--statements should be elaborated by giving a number of supporting examples or a lengthy narration. The holistic judgment is determined first and is based on the rater's initial impression of the paper. The analytic judgment, which may or may not agree with the holistic rating, is determined by analysis of the degree to which each criterion is met. Each generalization is also scored with one of five numerical values according to the quantity of supportive elaboration employed, ranging from unelaborated through outstanding elaboration. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (high school, entrance-level college), purpose, and physical characteristics.) (HTH)

ED 236 336 CE 037 361

McCully, James S., Jr., Comp.
Lesson Plans for Teaching Basic Vocational Agriculture. Section II. Introduction to Livestock Production.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
PUB DATE- Apr 81
AVAILABLE FROM- Research and Curriculum Unit, Drawer DX, Mississippi State, MS 39762 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; *Agricultural Production; Behavioral Objectives; Classroom Techniques; Definitions; Guidelines; Instructional Materials; Learning Activities; Lesson Plans; *Livestock; Secondary Education; State Curriculum Guides; *Vocational Education
IDENTIFIERS- *Beef Cattle Production; Chickens; *Dairy Cattle Production; Hogs; Mississippi

This volume, the second in a series of five publications for use in teaching basic vocational agriculture in Mississippi secondary schools, consists of the final eight lessons in a 15-lesson introduction to livestock production. Covered in the individual lessons included in this volume are the following topics: types of livestock production enterprises, breeds of beef cattle, breeds of dairy cattle, breeds of hogs, breeds of chickens, selecting beef cattle, selecting dairy cattle, and selecting hogs. Each lesson contains some or all of the following: an introduction, terminal and specific objectives, instructional procedures, learning activities, a lesson summary, supplementary activities, transparency masters, a list of references, and a list of related visual materials. (MN)

ED 236 350 CE 037 395

Bjoraker, Walt
Feeding & Management of Dairy Calves & Heifers. Teacher's Guide.
Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; *Animal Husbandry; Behavioral Objectives; *Dairy Farmers; Learning Activities; Postsecondary Education; Secondary Education; Teaching Guides; Transparencies; Units of Study; *Vocational Education

This guide is designed to assist postsecondary and secondary teachers of agriculture in their use of the University of Wisconsin bulletin "Raising Dairy Replacements" in their dairy science instructional program. Eight lessons are provided in this unit: breeding decisions, management of cows from breeding to calving, care at calving time, the newborn calf (birth to weaning), feeding calf starters, calf management jobs, keeping calves healthy, and replacement housing. Each lesson contains a performance objective, a listing of teaching-learning activities (including technical content), a list of supplemental material (including transparency masters, slides, and lists of references), and check-out activities with answer keys. An appendix contains transparency masters. (YLB)

ED 236 365 CE 037 417

Green, Rosalie E.
A Compilation of State Statutes That Include Education/Training Benefits for Senior Citizens.
PUB DATE- 16 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Access to Education; Adult Basic Education; *Adult Education; Adult Literacy; Demography; Educational Attainment; *Educational Legislation; *Federal Legislation; Illiteracy; *Older Adults; Participation; Population Distribution; Postsecondary Education; Secondary Education; *State Legislation; Tables (Data)
IDENTIFIERS- Older Americans Act 1965

This compilation, consisting primarily of state statutes providing education and training benefits for senior citizens, focuses on the accessibility of educational opportunities to older adults across the country. Included in the first part of the volume are excerpts from federal education laws dealing with education and training for older Americans as well as the text of the Older Americans Act of 1965. The next section of the compilation contains tables of data dealing with the educational attainment of the noninstitutional older adult population in basic and secondary education, adult illiteracy, the national distribution of older Americans, and states having statutes that contain adult education and senior citizen entitlements. Presented in the final portion of the compilation are the statutes providing education and training for senior citizens that exist in each of the 50 states, the District of Columbia, American Samoa, Guam, the Northern Marianas, Puerto Rico, the Trust Territories, and the Virgin Islands. (MN)

ED 236 379 CE 037 455

Brown, G. Lee; Mahan, Louise

Competency Based Vocational Education Typing I and Typing II.

Wor-Wic Tech Community Coll., Salisbury, MD.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Community Colleges; Competency Based Education; Course Descriptions; Curriculum Guides; Learning Activities; Mastery Tests; *Office Occupations Education; Performance Tests; Secretaries; Student Evaluation; Two Year Colleges; *Typewriting

Materials are provided for two competency-based educational courses in Typing I and II for the community college level. The first course covers the touch method operation of the typewriter; the second covers the extension of the touch method and develops such skills as production of business letters, manuscripts, carbon copies, tabulation, tables, and business and financial forms. Proficiency tests for both courses are found at the beginning of the publication. Contents of the Typing I course include teacher's tips (necessary materials, equipment, and individual unit instructions), orientation materials for secretarial study labs, a course description (course objectives, a content outline for both courses, a list of supplies, and evaluation information), and 75 lessons. Competency sheets, job sheets, check sheets, charts, and/or scales may be provided for each lesson. The Typing II course contains teacher's tips, a course description, and 75 lessons. Competency sheets, job sheets, check sheets, and/or preparations for pretests are given for each lesson. Competency sheets in both courses provide the following information: unit title, competency, performance objective, a check list of learning activities, and an evaluation. (YLB)

ED 236 392 CE 037 492

Mussnug, Kenneth J.; Craig, James R.
An Evaluation of the Effectiveness of a Competency Based Vocational Education Drafting Program.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Competency Based Education; *Drafting; Educational Research; High Schools; Industrial Arts; Learning Modules; Multiple Regression Analysis; *Program Effectiveness; Secondary Education; Vocational Education

To evaluate the instructional effectiveness of the introductory portion of a modularized competency-based vocational education (CBVE) drafting program, achievement of students participating in this program were compared to students receiving traditional drafting instruction. Research participants were female and male juniors and seniors in their first year of drafting at one of six vocational schools in west central Kentucky. Fourteen instructional modules were used in the CBVE drafting instructional program. Two dependent variables were used in the analysis: the cognitive posttest of drafting knowledge and the psychomotor test of drafting abilities. The multiple regression analysis indicated significant effects due to teaching method for the total group. Analysis of the posttest scores supported the interpretation that good students appeared to do well regardless of the teaching methods used, whereas CBVE may have its most pronounced effects in lower ability students. The CBVE students displayed significantly higher achievement on the drafting posttest. The on and below the median group appeared to benefit most from the CBVE instruction. CBVE instruction appeared to have best addressed the correct line weights and visualization skills required to solve drafting problems. (YLB)

ED 236 449 CG 016 998

Das, Ajit K.
Meaningfulness as a Factor in Health. A Research Paper.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Measures; College Students; Higher Education; Life Satisfaction; *Physical Health; *Predictive Validity; *Psychological Patterns; Sex Differences; *Well Being
IDENTIFIERS- *Meaningfulness

Research has sought to establish a connection between positive psychological state and physical health and longevity. It has been suggested that persons with a sense of purpose or meaning in life are better able to withstand stress, and enjoy better health. To study the link between a sense of meaning and a sense of physical well-being, 28 college students (8 male and 17 female) completed the Purpose in Life Test, a 20-item test using a 7-point rating scale; and the Life Regard Index, a 24-item self-report measure. Sense of well-being was measured by a self-anchoring scale in which subjects indicated their own well-being on a ten step ladder. Intercorrelations were obtained between the three sets of scores to see if a relationship existed. Scores were also analyzed in relation to age and sex. Although there were some limitations imposed by the testing instruments, tentative results indicated that: (1) there was a positive correlation between a sense of meaning in life and a sense of well-being; (2) students with a higher sense of meaning or purpose had a higher sense of well-being; and (3) among college students, males and females differed significantly in their sense of well-being, with males reporting higher levels of well-being. The findings suggest that a sense of meaning for college students stems from having a purpose or a goal in life, having some kind of philosophical conception of how one should live one's life, and a sense that one is actually living according to this conception of life. These results have implications for counselors who would be in a position to help clients find or extend the meaning in their lives. (JAC)

ED 236 478 CG 017 028

Emmons, Robert A.; And Others
Factors Predicting Satisfaction Judgments: A Comparative Examination.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aspiration; Change; College Students; Emotional Response; Friendship; Higher Education; *Individual Differences; *Life Satisfaction; *Predictor Variables; *Well Being
IDENTIFIERS- Social Comparison

A number of psychological models may explain why people vary in their satisfaction with various life domains (e.g., family, or grades). Six of the models are: (1) positive affect (the degree to which one experiences joy or happiness in each life domain); (2) negative affect (unpleasant emotions associated with domains); (3) social comparison (how one compares with others); (4) aspirations; (5) change (conditions which improve or deteriorate); and (6) objective factors (measurable external circumstances). To examine and compare the interaction and impact of these factors on satisfaction judgments, college undergraduates (N=149) completed a questionnaire assessing satisfaction in 11 life domains (friends, love life, grades, courses, recreation, standard of living, religion, future career, housing, and physical attractivenesss) and rated these domains according to the six models. Statistical analyses showed that social comparison and positive affect strongly predicted satisfaction across most domains. Satisfaction with love life correlated highly with overall life satisfaction, whereas satisfaction with friends was a poor predictor of global life satisfaction. In general, the results indicate that objective factors are often poor predictors of subjective well-being. (WAS)

ED 236 526 CS 007 127

Wolf, Pearl
Parents and Reading: A Guide to Home Activities for Children.
Centering On.

New York City Teacher Centers Consortium, NY.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Secondary Education; Learning Activities; Library Skills; Parent Materials; *Parent Participation; Parent Student Relationship; Preschool Education; *Reading Instruction; Reading Materials; Reading Skills; Writing Skills
IDENTIFIERS- PF Project; Piagetian Theory

Reading activities designed for parents to use with preschool through high school age children are provided in this guide. Activities for children below the junior high level predominate. Jean Piaget's child development theories are briefly outlined. Suggested reading activities, language activities, and children's books are listed for use with each of his defined stages of growth. Information and activities are provided on the topics of: (1) the use of praise; (2) the preschool years; (3) learning to read; (4) different types of reading material found in and outside the home; (5) writing activities at home; (6) library use; and (7) visiting museums, libraries, and special exhibits. A questionnaire examining parental attitudes toward reading, a reading list for parents, and a list of New York museums, libraries, and special exhibit concludes this guide. (JW)

ED 236 543 CS 007 281

Sadoski, Mark C.
A Study of the Theoretical Bases of Reading Instruction and a Comparison of Programs. Instructional Research Laboratory Technical Series No. R83001.

Texas A and M Univ., College Station. Instructional Research Lab.
PUB DATE- Dec 82
CONTRACT- ED-82-18
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basal Reading; Comparative Analysis; Elementary Education; Evaluation Methods; Intermediate Grades; *Measurement Techniques; *Reading Instruction; *Reading Research; Reliability; *Teacher Attitudes; Textbook Content; *Textbook Evaluation; Textbook Research; Validity

To provide a consistent framework for evaluating competing reading methods and materials, an assessment instrument was devised to help over 100 inservice educators evaluate the middle grade components of five nationally used basal reader programs: the Holt Basic Reading System; the Open Court Correlated Language Arts Program, the Ginn Reading 360 Program; the Scott, Foresman Reading Unlimited Program; and the Prentice-Hall Be a Better Reader Program. Consisting of six theoretical dimensions, the instrument assessed 48 of the most common approaches found in the literature of reading instruction. Three of these dimensions represented views of reading and language: reading as producing the spoken analogue of printed language, reading as the reconstruction of the author's message, and reading as the construction of knowledge about and/or beyond the author's message. The three other dimensions represented views of the teacher-learning process: text controlled, teacher controlled, or reader/student controlled. A principle finding revealed by data analysis was the similarity of the five programs. All five placed most of their emphasis on a relatively behavioristic, "bottom-up" methodology. Despite the quantitative similarity, however, teachers favored some programs over others. Multiple choice and missing elements activities were favored as well as programs that offered convenience in task management. (Extensive appendixes containing research instruments and results are appended.) (HOD)

ED 236 573 CS 007 361

Pehrsson, Robert S.
An Investigation of Comprehending during the Process of Silent

Reading: The Op-In Procedure.

SPONS. AGENCY- Idaho State Univ., Pocatello.
PUB DATE- 82
GRANT- 486
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cloze Procedure; *Cognitive Processes; Content Area Reading; Elementary Education; Grade 7; *Reading Comprehension; Reading Processes; *Reading Research; *Research Methodology; Silent Reading; Testing; *Test Validity
IDENTIFIERS- *Op In Procedure (Cloze); Reader Text Relationship

A study was conducted to determine the validity of the Op-In procedure in measuring global comprehension and to identify patterns of integrative thinking similar to those of pilot study subjects. The Op-In procedure is a type of cloze procedure that deletes every other sentence ending from a passage. Three sixth grade level scientific passages were presented to 96 seventh grade subjects. Each passage was presented in three different ways: a conventional cloze procedure, an Op-In procedure, and a comprehension question task with emphasis on the main idea and topic related connections (global comprehension). Student responses were grouped into one of five categories ranging from "same or similar to author's intent" to "fails to make sense, far off topic." The results indicated patterns divided evenly among the 96 subjects: (1) interactive, using both author's and reader's schemes for meaning; (2) projective, using mostly reader's own scheme for meaning; (3) fragmented, using local context without integrating any scheme; and (4) no pattern determined. Those categorized as interactive received the highest score. The results indicated that the Op-In procedure exposed global comprehension as well as deviations from them. (Materials used in the study are appended.) (HTH)

ED 236 622 CS 207 869

Boloz, Sigmund A.; Loughrin, Patricia L.

Language Energized, Participation Maximized: The Growth of a Writing Project.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Language Enrichment; Parent Participation; Primary Education; Program Descriptions; *School Publications; Staff Development; *Student Developed Materials; Student Motivation; *Student Participation; Writing Improvement; *Writing Instruction; *Writing Readiness
IDENTIFIERS- *Writing Programs

First implemented in 1980, the Ganado Language Arts Development (GLAD) Project is a kindergarten through grade 3 writing program that has published 31 volumes of student writing. Three primary goals guide the project: (1) to develop the foundation for literacy in each of its students, (2) to expand and enrich the pedagogical competencies of each staff member in the teaching of the language arts, and (3) to develop and strengthen parental awareness of and support for school programing. Students are provided with opportunities for an abundance of writing, in many forms, for many purposes, and for many audiences. To encourage the students to view writing as a meaningful experience, books written by individual classes, by grade levels, and by schoolwide writing competitions are regularly published at the district's curriculum center. During 1982, a newspaper was added to the project. In addition to books, newspapers, complaint forms, pen pal projects, and schoolwide competitions, the school has also sponsored the "Joke of the Day" and the "Word of the Day." Teachers foster a writing environment that encourages composition by withholding extensive critical evaluations, by demonstrating sensitivity to the student's cultural identity, and by implementing frequent and varied writing and publishing experiences. Staff members' competencies are enriched through a series of writing seminars, a classroom support network, and the establishment of a professional library. In addition, student-created reading materials and school newspapers are sent to the homes of the young authors. (HOD)

ED 236 687 CS 207 964

Holdzkom, David; And Others
Purpose and Audience in Writing: A Study of Uses of the Primary Trait System in Writing Instruction.
CEMREL, Inc., St. Louis, Mo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 400-80-0102
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Assessment; Educational Innovation; Evaluation Methods; Holistic Evaluation; Teacher Attitudes; *Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Research
IDENTIFIERS- *Primary Trait Scoring

The Primary Trait System (PTS) of scoring was devised by the National Assessment of Educational Progress to score large numbers of natural writing samples. Essentially, PTS permits evaluation of writing in an objective way, but one that does not rely on scoring surface features such as mechanics, grammar, or spelling. While the assessment value of PTS is clear, its instructional merits have remained largely unstudied. With this in mind, a study was conducted to describe the instructional uses made of the principles of PTS by 11 elementary and secondary school teachers. The teachers participated in a five-day workshop in which PTS was described theoretically. They also were given practice in using scoring guides related to PTS assignments and time to develop or adapt assignments of their own. Back in their classrooms, the teachers kept activity logs on the assignments they used. They also participated in two "booster" workshops during the period studied. The teachers used PTS in their classrooms in a variety of ways, including the following: (1) to clarify lesson objectives, (2) to provide a way to formulate assignments, (3) to help students evaluate and respond to the writing of peers, (4) to assess students' papers, and (5) to improve reading. (FL)

ED 236 494 CG 017 044

McCann, C. Douglas; Gotlib, Ian H.
Category Accessibility and Depression.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; Cognitive Style; *Depression (Psychology); Emotional Response; Negative Attitudes; *Perception; Psychological Characteristics; *Psychological Patterns; *Reaction Time; Reinforcement; Responses; *Schemata (Cognition)
IDENTIFIERS- *Moods

Cognitive processes, particularly in regard to negative content schemata, seem to play an instrumental role in the development and maintenance of depression. In order to better understand the nature of negative schemata in depressed individuals, both depressed and nondepressed subjects participated in two studies in which they were required to name the colors of tachistiscopically-presented depressed-, neutral-, and manic-content words. In the first study, subjects were prescreened using the Beck Depression Scale to determine presence of depression. Only depressed (4 and below on the scale) and nondepressed (9 and above on the scale) subjects were included in the study. Subjects were presentd 50 words and were told to name the colors in which each word was printed. Subsequently, the time interval (latency) between stimulus presentation and response was measured. In the second study, all subjects were nondepressed, but before being presented with the 50 words as in study one, they were exposed to either a positive, negative, or neutral mood induction. After the experiment the subjects completed the Multiple Affect Adjective Checklist to assess the effects of the induction procedure. An analysis of the results showed that depressed subjects exhibited significantly longer color-naming response latencies for negative than for positive or neutral content words. Study two results indicated that the findings in study one were most likely not due to the effects of mood differences between the depressed and nondepressed subjects. (BL)

ED 236 510 CG 017 062

Masten, William G.
Depression and Acculturation in Mexican-American Women.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Acculturation; Cross Cultural Studies; *Cultural Images; *Depression (Psychology); *Females; *Mexican Americans; Predictor Variables; Socioeconomic Influences; Stress Variables

It has been postulated that the result of the Mexican woman's inability to live up to the stiff requirements of her culture should show itself in depressive trends. These theories are often applied to the Mexican-American female as well. The aim of this study was to determine if acculturation is related to depression in Mexican-American females. A second goal was to determine if Mexican-American women report higher depression scores compared to Anglo-American females, when the variables of age, education, and occupation of the head of the household are controlled. Subjects included 53 Mexican-American and 53 Anglo-American women between the ages of 18 and 72. All subjects were administered depression and acculturation scales. Results showed no significant relationship between depression and acculturation and that Chicano females had significantly higher depression scores than the Anglo-American females. The "Mexican neurosis" and possible reasons for these higher depression scores are discussed. (Author)

ED 236 655 CS 207 930

Young, Petey
An Instrument for Assessing Comprehension through the Ability to Recognize Verbatim Phrases from Previously Read Expository Prose.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Expository Writing; Intermediate Grades; Junior High Schools; Measures (Individuals); Middle Schools; *Reading Comprehension; Reading Skills; Reading Tests; *Word Recognition
IDENTIFIERS- *The Research Instrument Project

Designed to be used along with a multiple-choice instrument for further assessment of the immediate and delayed comprehension of a 1,300 word expository passage on the Kalahari Desert, the instrument is a 35-item posttest, divided into five clusters, each composed of six to eight lettered phrases. Twenty verbatim phrases from the passage are scattered randomly throughout the clusters. The other 15 phrases do not imitate the wording of the passage and are not true according to the passage or general knowledge of the topic. Subjects are asked to circle the letters of any phrases occurring in the text. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Intruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading comprehension), title, author, date, age range (middle school/junior high), purpose, and physical characteristics.) (JL)

ED 236 672 CS 207 948

Beauvais, Paul J.; Parker, Frank
Analogizing from Generative Linguistics to Composition.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Applied Linguistics; *Educational Researchers; *Generative Grammar; *Linguistic Theory; Models; Research Methodology; Research Needs; Sentence Structure; *Writing Research
IDENTIFIERS- *Theory Practice Relationship

Interest in the application of modern linguistic theory in composition research has faded, possibly because some of the basic principles that inform linguistic study have been misunderstood. For example, a common misconception is that linguists use the term "generate" to mean "produce." However, the purpose of a generative grammar is to describe structures, not to produce them itself and not to explain the processes by which speakers produce structures. Also needing clarification are the ideas that (1) a generative grammar is a competence model, not a performance model; (2) a generative grammar should be restricted to a characterization of systematic phenomena; (3) a generative grammar should be explicit; and (4) a generative grammar should be revealing. The recent work of William Vande Kopple shows how composition researchers can appropriate basic linguistic principles for their own work. Using a competence model, Vande Kopple describes the reader's understanding of the system underlying information distribution in sentences. Although he shows how syntax can be manipulated to achieve an effective distribution of old and new information, his model is concerned primarily with the ordering of information rather than of sentence elements. Thus, Vande Kopple's work shows how composition researchers can employ successfully the principles that inform linguistic study. (HOD)

ED 236 323 CE 037 321

A Manual for Developing Successful Projects. Company School Collaboration.
American Council of Life Insurance, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Business; Career Education; Consumer Education; *Cooperative Programs; Educational Benefits; *Educational Cooperation; Guidelines; Individualized Instruction; Information Networks; *Job Training; Learning Activities; Legal Education; *Linking Agents; National Programs; Participation; Postsecondary Education; Program Administration; Program Descriptions; Program Design; *Program Development; Program Evaluation; Program Implementation; Publicity; *School Business Relationship; School Role; Staff Development; Success; Volunteers

This manual is designed to help company officials who are responsible for planning, implementing, and coordinating company and school collaborative programs. Addressed in the individual chapters of the guide are the following topics: the benefits and principles of establishing company and school linkages; procedures for determining a company's role in the partnership (options, working styles, and levels of commitment); the role of various parties in the school (administrative assistance, staff development, classroom activities, special services, career education and other curriculum areas, and model national programs); and capitalizing on success (evaluation, promotion, and educational division activities). (MN)

ED 236 351 CE 037 397

Shapero, Albert
Some Social Dimensions of Entrepreneurship.
PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Cultural Background; Cultural Context;
*Cultural Influences; Cultural Traits; Economic Factors;
*Entrepreneurship; Ethnic Groups; Family Attitudes; Family
Characteristics; Family Influence; Financial Support; Job Layoff;
Life Style; Models; Opportunities; Peer Influence; Risk; *Small
Businesses; Social Characteristics; Social Environment;
Sociocultural Patterns; *Socioeconomic Influences; *Values

Data from a wide range of disciplines can be used to create a paradigm describing the factors that enter into the creation of entrepreneurial events. Throughout the literature, entrepreneurial events are defined in terms of operational factors, such as initiative taking, bringing together resources, management, relative autonomy, and risk taking. These factors, together with others, provide a partial explanation for the creation of an entrepreneurial event, such as the formation of a company. The greatest reason for the creation of an entrepreneurial event seems to be a change in an individual's life path, especially in a negative direction. Two cases in point are those of refugees and of individuals who lose their jobs. Other life changes can be precipitated by dissatisfaction in a job, midlife crises, or even the opportunity for risk taking, for example, when a possible partner emerges and makes cash available. However, the fact of a life change, while precipitating some action, does not necessarily precipitate company formation. The likelihood that life changes may precipitate entrepreneurial events increases according to family background, ethnic group, peer group, previous work experience, previous life path changes, and perceptions of feasibility. Some backgrounds and ethnic cultures are more supportive of entrepreneurship than others. Thus, the paradigm suggests that entrepreneurial formations are a result of interacting situational and social-cultural factors. Each entrepreneurial event occurs in real time as the result of a dynamic process providing situational impetus that has an impact upon persons whose perceptions and values are conditioned by their social and cultural inheritance and their experience. (KC)

ED 236 406 CE 037 553

Wichowski, Chester P.
Researchable Problems and Implications for T & I Education Drawn from the Vocational Education Study.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Disabilities; Disadvantaged; Educational Improvement; *Educational Planning; Federal Aid; Females; *Financial Support; Minority Groups; Program Costs; Program Development; *Program Evaluation; Program Improvement; *Research Needs; Resource Allocation; Secondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; Statewide Planning; *Trade and Industrial Education
IDENTIFIERS- *Special Needs Students

Findings are reported of a survey to determine researchable problems or implications for trade and industrial education as they might be stimulated by "The Final Report of The Vocational Education Study, Publication No. 8," directed by Henry David in 1981 for the National Institute of Education. Research questions and implications provided by respondents are listed according to the six sections of the instrument. The sections and frequency of responses are distribution of funds (25), programs and services for special needs students (22), overcoming sex bias and sex stereotyping (21), planning improvement (21), extending and improving programs (16), and strengthening evaluations (17). (The population was comprised of these groups: policy and planning and research committee members of the American Vocational Association's Trade and Industrial Education Division, state and territorial supervisors of trade and industrial education, and individuals listed in the Trade and Industrial Education Research Directory.) The survey instrument is appended. (YLB)

ED 236 420 CE 037 575

Norton, Robert E.
Instructor Training. Background Paper.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Competence; *Competency Based Education; Higher Education; Information Dissemination; Instructional Materials; *Learning Modules; *Material Development; Outcomes of Education; *Preservice Teacher Education; *Program Effectiveness; Program Improvement; Teacher Education; Teaching Methods; Training
IDENTIFIERS- *National Center for Research Vocational Education

The National Center for Research in Vocational Education's performance-based teacher education (PBTE) materials have been widely adopted and have had a marked impact on vocational instructor training and staff development. It has been found that the cooperative development procedures, extensive field testing, and the numerous institutional, state, regional, and national workshops conducted to train resource persons contributed significantly to the dissemination of the concepts and materials and to the implementation of PBTE programs. Evidence indicates that PBTE programs are having a long-term impact on improving the quality and competence of vocational teachers and instructors. They have also increased the productivity of some teacher education programs by shortening the time required for certification. The PBTE movement has added emphasis to a competency-based approach for both students and teachers. Because of the success of the National Center's materials, additional materials are being developed using the same basic research, development, and dissemination methodology. A multistate consortium effort is also supporting the development of competency-based modules designed specifically for the preparation of local administrators of secondary and postsecondary vocational programs. An evaluation determined that PBTE concepts and materials provide a promising alternative to the more conventional methods of instructor and leadership training, and the National Center is available to help develop and implement such materials for those who need them. (Two case studies of PBTE in use in teacher preparation programs, along with a list of the PBTE modules, are included in the report.) (KC)

ED 236 435 CE 037 674

Lombana, Judy H.; Pratt, Phillip A.
Communication Skills for Career Success. A Programmed Textbook. Book III: Conflict Resolution.
University of North Florida, Jacksonville.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
PUB DATE- Aug 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Assertiveness; *Conflict Resolution; Employee Attitudes; Employer Employee Relationship; Human Relations; Independent Study; *Interpersonal Communication; *Interpersonal Competence; Learning Activities; Office Occupations; Peer Relationship; Postsecondary Education; Programed Instructional Materials; Secondary Education; Verbal Communication; Work Attitudes; Work Environment

This programmed text for self-study provides information on conflict resolution in the workplace. Part of a series of such texts, the book presents examples of familiar situations involving work-related conflicts. The text then discusses two possible answers and explains why one or the other is appropriate for conflict resolution. Through such situations, the book explains the five-step "Solve" process of conflict resolution: (1) Share the thoughts and feelings involved in the conflict; (2) Obtain a list of possible solutions; (3) Locate the best possible solution that will satisy mutual needs; (4) Validate the conflict-resolving process by implementing the solution; and (5) Evaluate the implemented solution by following up on it. The text is illustrated with cartoon drawings. (KC)

ED 236 464 CG 017 014

Boser, Judith; Poppen, William
Multidimensional Communication in Youth-Adult Relationships.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143) Speeches, Conference Papers,
"Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Communication Research; *Communication
Skills; Congruence (Psychology); Dialogs (Language); *Interpersonal
Communication; Interpersonal Relationship; Literature Reviews;

Models; *Responses; Secondary Education; Social Cognition; *Student
Teacher Relationship

Effective communication between teachers and students is a very complex skill. In order to draw conclusions about effective youth-adult relationships, four research studies (Adolescent-Adult Relationships; Best and Poorest Junior High School Student-Teacher Relationships; Elementary School Teachers' Perceptions; and Comparison of Two Good Student-Teacher Relationships) were compared using a multidimensional model of interpersonal communication. The model consists of seven positive response roles, three of which are "self" roles (sharing, confrontation, encounter/encouragement) and four of which are "other" roles (feelings, thoughts, behavior, motives). Although the research studies varied in age of the youths studied, type of relationship, subject, and response format, many consistencies occurred. Good relationships were characterized by sharing, encounter/encouragement, and congruent communication roles between student and teacher. Motives, behavior, and confrontation were used least in good relationships. Poor relationships were characterized by confrontation and behavior, with thoughts being used least often. Overall, the pattern of use (frequency or proportion) of the responses may be more important in the quality of the relationship than frequency of any one response role. (BL)

ED 236 479 CG 017 029

Crocker, Jennifer; Vitkus, John
Attributions, Attention, and Person Memory: Processing Congruent and Incongruent Information.
SPONS. AGENCY- Northwestern Univ., Evanston, Ill.
PUB DATE- May 83
AVAILABLE FROM- Jennifer Crocker, Department of Psychology, Northwestern University, Evanston, IL 60201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; *Attribution Theory; Interpersonal Relationship; *Recall (Psychology); *Social Cognition; Time
IDENTIFIERS- *Person Perception

Impressions of people are resistant to change. Information contradictory to an initial impression has relatively little impact on the impression and is particularly likely to be recalled. Possible resolutions on this paradox include: (1) the recalled information and the impression of the person are independent of each other; (2) people may link incongruent information to information they have that fits their initial impression, and the additional thought given to incongruent items reinforces the initial impression; and (3) people generally attribute behavior which is inconsistent with their impressions to situational causes. To examine more directly the amount of attention given to congruent and incongruent information as a function of causal attribution subjects were given information about the behaviors of a target person which was congruent with their intial impression, except for one item, which was either congruent or incongruent and was attributed to a situational or dispositional cause. The behavioral information was presented on a screen controlled by a microcomputer. Subjects controlled the length of viewing time for each item, and the time was recorded by the computer. Although the correlation between recall and looking time was significant, looking time accounted for less than 4 percent of the variance in recall. The study provides support for all three of the possible resolutions of the paradox of person perception. (WAS)

ED 236 527 CS 007 128

Quinn, Jane Bryant
How To Read an Annual Report. Power of the Printed Word.
International Paper Co., New York, NY.
PUB DATE- 81
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept. 8, P.O. Box 900, Elmsford, New York 10523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Annual Reports; *Business; Financial Problems; Guidelines; Information Seeking; *Reading Comprehension
IDENTIFIERS- PF Project

It is helpful to know how to read a company's annual report if an individual is considering going to work for the company, investing in it, or selling to it. When reading an annual report, start at the back with the report of the independent certified public accountant and the footnotes. These can provide information that is not readily apparent from the figures in the report. Next, turn to the letter from the chairman. This should tell how the company fared this year and why, as well as giving insights into the company's future. Now it is time to dig into the numbers. One source is the balance sheet which offers information on the company's assets and liabilities. Important numbers to watch are stockholders' equity, long-term debt, and the ratio between these numbers. A second basic source of numbers is the income statement. The first number to look for here is net sales and the rate at which sales are changing. Watch out for net earnings per share; it can be misleading. Don't be smug about net earnings until finding out what is behind them and what might happen next year. The most important thing of all is to compare the annual report to past reports. (DC)

ED 236 559 CS 007 346

Basal Reading Series Cross-Reference Guide: Readability, Word Count, Readiness Skills, Word Attack Skills, Vocabulary Development, Comprehension Skills, Study Skills. Second Edition.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Basal Reading; Elementary Education; Readability; Reading Comprehension; *Reading Instruction; *Reading Material Selection; Reading Skills; Reference Materials; Remedial Reading; *Student Placement; Study Skills; Textbook Evaluation; Vocabulary

Development

This basal reading series cross-reference guide can help educators (1) place students transfering from another basal program; (2) select appropriate enrichment basal programs to satisfy school district policies; (3) identify and select reinforcement skill exercises from other basal programs; (4) identify basal reading materials with similar skills sequences where the reading instruction philosophy is either eclectic or multibasal; and (5) select basal reading series they wish to review for adoption. The first section provides publisher-furnished information on reader levels, number of new words introduced, cumulative vocabulary count, and reported readability. The next section offers a list of the reading readiness skills presented in most basal reading programs. This is followed by lists of the word attack skills, vocabulary development skills, comprehension skills, and study skills presented in most basal reading programs. The appendix includes basal reading series sequences listed alphabetically by publisher. (HOD)

ED 236 574 CS 007 362

Caruk, Joan Marie
Short-Term Auditory Memory of Above-Average and Below-Average Grade Three Readers.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTIONS- Academic Aptitude; *Auditory Stimuli; *Aural Learning; Females; Grade 3; Listening Comprehension; *Listening Skills; Males; Primary Education; *Reading Ability; *Reading Research; Sex Differences; *Short Term Memory

To determine if performance on short term auditory memory tasks is influenced by reading ability or sex differences, 62 third grade reading students (16 above average boys, 16 above average girls, 16 below average boys, and 14 below average girls) were administered four memory tests--memory for consonant names, memory for words, memory for sentences, and memory for a story. Students listened to tape recorded stimuli and responded orally in each of the tests. Analysis of variance procedures, used to examine differences in mean scores of reading groups and sex groups, revealed that above average readers were superior to below average readers at a significant level on all four memory tests. Results revealed only random differences, however, between mean scores of boys and girls and indicated no significant interaction between the sex factor and the reading group variable. (Extensive appendixes of test instruments and results are included. (Author/MM)

ED 236 591 CS 207 569

English Language Arts: Middle Years.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-86497-073-0
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Dictionaries; Drama; Educational Objectives; *English Curriculum; Foreign Countries; Handwriting; *Integrated Curriculum; *Language Arts; Learning Activities; Listening; Literature

Appreciation; Oral Language; Reading Instruction; Resource Materials; Spelling Instruction; State Curriculum Guides; Teaching Methods; Visual Literacy; Writing Instruction
IDENTIFIERS- PF Project
This curriculum guide for grades 5-8 divides language arts into ten subject areas. Each subject area is covered in a separate section; however, the focus of the guide is on providing an integrated curriculum. The following topics are included in most or all of the sections: introduction, related research, goals/objectives, enabling procedures (activities and teaching methods), program description/planning, evaluation, and bibliography. The subject areas (with additional topics in parentheses) are: (1) listening; (2) oral language; (3) drama (organization of a lesson); (4) visual communication (sample units and computer awareness); (5) handwriting (importance, teaching handwriting, legibility, and handwriting methodology); (6) reading and literature (principles of reading, reading in the content areas, individualized reading, oracy and literature, and relationships to writing, speaking, and listening); (7) composing and writing (the writing process and suggested resource books); (8) spelling (spelling curriculum and rules); (9) language structure and usage (definition of terms); and (10) dictionary studies (recommended dictionaries). The final section of the guide provides a sample integrated unit. (DC)

ED 236 608 CS 207 587

Fitzgerald, Sallyanne H.
A Way To Define.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- College English; *Definitions; Essays; Higher Education; Learning Activities; Paragraph Composition; Teaching Methods; *Writing (Composition); *Writing Exercises
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: LEVEL: College. AUTHOR'S COMMENT: When I first began as a college composition instructor, I gave a standard explanation that definition was necessary if students wished to argue logically or to explain an unfamiliar subject. I showed examples of definitions, discussed ones in the text, and then sent my students home to write a definition. Not surprisingly, the resulting essays were disasters. In despair, I considered not requiring definition essays at all, but one thing prevented my doing this: re-written definition essays were usually much improved. Therefore, it was logical to assume that students could write a definition once they knew how not to write one. Finally a possible solution presented itself. If a word or a concept can be defined through a variety of ways as my lectures had asserted, it should be possible to use each way separately and then to combine them to create an extended definition. Such an approach would have two distinct advantages. First, each assignment would be graded, but each would be only a paragraph and would be building towards a finished definition, thus indicating my positive belief that students can write definitions. Such a technique also would have the advantage of reinforcing the different types of definitions and their importance in composition as well as the other techniques, such as transitions, needed to make a complete essay. THE APPROACH: We begin definition with the standard lecture, sample essays, and discussion, but the writing assignment is actually a three part one. First, students, having chosen a subject such as cigarette smokers, write a paragraph of classification in which they narrow to one class, giving a specific and concrete example of that class. Then, they write a paragraph of analysis on the narrowed class from the first assignment. Finally, they choose to do a paragraph of word origin or a descriptive definition. This final paragraph becomes the introduction or the conclusion for the extended definition, combining classification and analysis with transitions and thesis statement for a final essay. With the topic of the smoker, one student classified smokers as chain, moderate, and light smokers with an example of a chain smoker. The next paragraph gave a process analysis of the chain smoker's procedure in smoking, and the final essay included a word origin of "smoker" and "chain." While not a magic panacea, this approach seems to be working for most of my students. I have not received any Pulitzer Prize winning essays, but I have received extended definitions--at last. (Author)

ED 236 704 CS 504 242

Kougl, Kathleen M.
A Selected Review of Speech Communication Studies in the Arts: A Retrospective and Prospective Look.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Communication Research; Literature Reviews; *Oral Interpretation; Professional Associations; *Research Methodology; *Research Needs; Research Problems; *Speech Communication; *Theater Arts

Analysis of speech communication studies reveals a number of themes in the arts. A central concern in studies dealing with oral interpretation is what should be the focus in the oral interpretive act. The shifting priorities parallel the shift in emphases occurring in speech communication as a whole: performer/delivery; text/message; listener/audience; and interactive. In the theatre studies, there is a corresponding dialogue on the purpose of educational theatre programs and the value of theatre for society. Research and scholarly themes cluster around historical studies, current practices, analyses of texts, and performer/audience studies. The final theme in the communication studies, self-evaluation, is found only in the oral interpretation studies, implying perhaps a satisfaction with the directions for future studies. Oral interpretation scholars need to do more empirical and experimental research, while theatre scholars should examine the interface between speech communication and professional theatre organizations. Obstacles to overcome include problems with research methodology and communication within the field. (HOD)

ED 236 720 CS 504 416

Flannery, James W.
In Search of a Poetic Drama for the Post-Modernist Age.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Art Expression; *Drama; Modernism; Playwriting; *Production Techniques; Realism; *Theater Arts
IDENTIFIERS- *Postmodernism; Theater History; United States

The ideas and techniques of post-modernist art and the imagist theatre represent an important preparatory stage in the revival of poetic drama. During the 1960s and early 1970s, a number of experimental companies rebelled against the realism of the American theatre and began to produce works that stressed emotional authenticity in acting, active audience participation, and improvisation over written texts. While exploring the feelings beneath language, these companies neglected the craft of language. In recent years a number of artists have combined the innovative boldness of the previous avant garde with a renewed respect for formalist ideas and craftsmanship. One of the more outstanding results of their efforts, the Theatre of Images, at once involves the audience and draws attention to the methods of manipulating

audience response through such techniques as abrupt changes in mood and highly stylized characterization. Post-modernist theatre also uses myth, metaphor, and allegory to create a shared body of knowledge between spectators and audience or to establish an ironic contrast with popular culture. Although with its reduction of discursive speech and the mimetic function of the actor, imagist theatre at times becomes overly abstract, it does represent a significant step in the recreation of poetic drama. (MM)

ED 236 309 CE 036 959

Minkoff, Hilda B.

An Analysis and Synthesis of the Perceptions of Selected Secondary School Counselors of the American School Counselor Association Regarding Community Linkages in Career Education.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

PUB DATE- Sep 83

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)

DESCRIPTIONS- *Career Education; Career Guidance; *Counselor Attitudes; *Counselor Role; National Surveys; School Business Relationship; *School Community Relationship; *School Counselors; Secondary Education

IDENTIFIERS- American School Counselor Association; *Linkage

Data were collected, analyzed, and synthesized that would document counselor perceptions of community linkages in career education. The study purpose was to determine if counselors are aware of linkages, feel a need for them, and are forming and using them within their current role. A Counselor Perceptions Survey was developed to assess perceptions of awareness, need, and responsibility for community linkages. Respondents, consisting of 256 secondary school members of the American School Counselor Association, represented 49 states, excluding Utah. It was concluded that (1) counselors have not taken sufficient steps to interface outside the school with the business/labor/industry community; (2) they are not greatly familiar with the work of community-based organizations and have indicated a lack of responsibility for maintaining an in-school clearinghouse of community resources; (3) they lack sufficient knowledge about the use of vocational information computer systems as a counseling tool; (4) counselor perceptions of awareness of community linkages are affected by the school setting; (5) their perceptions of need for community linkages are affected by student socioeconomic states, student racial composition, and student body sexual composition; and (6) their perceptions of community linkages are influenced by the strength of their schools' vocational preparation programs. (The instrument and data tables are appended.) (YLB)

ED 236 337 CE 037 372

Bowe, Frank; Rochlin, Jay

The Business-Rehabilitation Partnership.
Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 83
GRANT- G00830010
AVAILABLE FROM- Arkansas Rehabilitation Research and Training Center, Publications Dept., P.O. Box 1358, Hot Springs, AR 71901 (Item No. 1224--$5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accessibility (for Disabled); Business; Compliance (Legal); Cooperative Programs; *Disabilities; *Educational Cooperation; Educational Legislation; *Education Work Relationship; Federal Legislation; Federal Programs; Guidelines; Job Training; Postsecondary Education; Program Content; Program Implementation; Records (Forms); Recruitment; Resources; *School Business Relationship; School Role; *Vocational Education; Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- Reasonable Accommodation (Handicapped); Rehabilitation Act 1973

This handbook describes services that rehabilitation has to offer business, outlines how practitioners may approach business with these services, and provides resource information and material that the practitioner may find helpful in this work. Covered in the individual chapters are the following topics: the basic services that rehabilitation can offer business, authority, common questions often asked of rehabilitation practitioners, assessment, recruitment, accommodation and accessibility, compliance, internal mobility, training, supervisor awareness, interventions, government programs, business response, and procedures for making the partnership work. A brief bibliography concludes the guide. (MN)

ED 236 366 CE 037 419

Peng, Samuel S.; Takai, Ricky T.
High School Dropouts: Descriptive Information from High School and Beyond. National Center for Education Statistics Bulletin.

National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-221b
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Dropout Attitudes; *Dropout Characteristics; Dropout Prevention; Dropout Programs; *Dropout Rate; Dropout Research; *Dropouts; Employment Problems; Followup Studies; Grade 10; Grade 12; High Schools; *High School Students; *Influences; Longitudinal Studies; Socioeconomic Background; Student Alienation; Unemployment

A study was conducted to provide descriptive information about dropout rates by various subgroups, their reported reasons for dropping out, and some activities after leaving school. As part of the longitudinal study, High School and Beyond, the National Center for Education Statistics surveyed 30,000 sophomore and 28,000 senior high school students in 1980 from a representative sample of 1,015 schools; then the center recontacted 12,200 of the seniors and all of the sophomores who remained in their same schools in 1982. The survey also included about 50 percent of those sophomores who had left the schools they attended in 1980, including dropouts, transfers, and early graduates. Response rates were very high, amounting to about 90 percent. Dropouts were identified and asked to complete a questionnaire inquiring about their reasons for dropping out, their plans, and their activities after leaving school. Some of the findings were the following: (1) about 14 percent of high school sophomores of 1980 left school during or after their sophomore year before completing requirements for graduation; (2) by the spring of 1982, many of these dropouts (more than 27 percent) were unemployed or dissatisfied with their work and were looking for work; (3) the majority of those who worked full- or part-time were engaged in low-skilled jobs; (4) most of the dropouts regretted their decision to leave school prematurely; (5) reasons for dropping out included dislike of or expulsion from school, desire to work full-time, or plans to get married, and (6) students from lower socioeconomic backgrounds. The survey authors surmised that knowledge of these findings may help school administrators to devise plans to curtail dropping out. (KC)

ED 236 393 CE 037 494

Love, Rebecca

Supervisory Behaviors of Secondary Vocational-Technical Center Directors as Self-Perceived and as Perceived by Selected Faculty Members.

PUB DATE- 16 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Attitudes; Secondary Education; Self Evaluation (Individuals); *Supervision; Supervisory Methods; *Teacher Attitudes; Technical Education; *Vocational Directors; Vocational Education; Vocational Education Teachers; *Vocational Training Centers
IDENTIFIERS- *Mississippi

This study investigated the behaviors of secondary vocational-technical center directors as self-perceived and as perceived by selected faculty members. The population studied consisted of all the secondary vocational-technical center directors in Mississippi and three teachers in each center, who participated in a statewide summer conference endorsed by the Mississippi Department of Vocational-Technical Education. Sixty-nine directors and 235 teachers were queried through the Supervisory Behavior Description Questionnaire; responses were received from 58 administrators and 123 teachers. The questionnaire is an ordinal scale that rates three dimensions: directive, collaborative, and nondirective styles of behavior. Demographic variables were also considered. Some of the results were interpreted as follows: (1) the study indicated that vocational-technical center teachers perceived supervisory practices as less directive than did vocational-technical center administrators; (2) teachers and directors with previous supervisory experience perceived supervisory practices as more directive than did teachers and directors without previous supervisory experience; (3) educators in centers employing a staff larger than 12 people perceived supervisory practices as more collaborative than did educators in smaller centers; (4) teachers and administrators over 56 years of age perceived supervisory practices as more collaborative than younger respondents did; (5) respondents holding degrees higher than the master's level perceived supervisory practices as more directive than did those with lesser degrees; and (6) years of teaching experience did not relate to perceived supervisory behaviors. Since the study indicated that considerable difference exists in the perceptions held by administrators and teachers concerning the administrative pattern in vocational-technical centers, it was suggested that an effort be made to resolve those differences to promote more productive work. (KC)

ED 236 544 CS 007 297

Dupuis, Mary M., Ed.
Reading in the Content Areas: Research for Teachers.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-87207-857-4

PUB DATE- 84
CONTRACT- 400-83-0025
AVAILABLE FROM- International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711 (Order No. 857, $4.00 member, $6.00 non-member.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Art Education; *Content Area Reading; Elementary Secondary Education; English Instruction; Literature Reviews; Mathematics Instruction; Physical Education; *Reading Instruction; Research Needs; *Research Utilization; Science Instruction; Second Language Instruction; Social Studies; *Teacher Role
IDENTIFIERS- *Theory Practice Relationship

Intended for both elementary and secondary school teachers, this book is a reference source for the most recent research in content area reading instruction. The seven sections of the book cover the academic disciplines of English, foreign language, mathematics, music, physical education, science, and social studies. Each section opens with a summary of research that shows the major concerns and features of reading within that content area, then discusses the skills emphasized in the area and specific teaching methods for use with each. An appendix lists texts in content area reading. (FL)

ED 236 623 CS 207 879

Connors, Robert J.
The Rhetoric of Explanation.
PUB DATE- Mar 83

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Discourse Analysis; *Educational History; *Educational Theories; Expository Writing; *Intellectual History; Persuasive Discourse; *Rhetoric; *Rhetorical Criticism; Teaching Methods; *Writing (Composition)

As background to an argument for purposive reintegration of discourse study, this paper examines the concept of explanatory discourse as it developed within the Western rhetorical tradition. Following a discussion of the rise of a rhetoric of explanation, the first section cites the roots of the explanatory pedagogy developing during the first four decades of the nineteenth century: (1) the opening up of rhetorical theory implied by Hugh Blair and George Campbell, (2) the largely explanatory nature of pulpit oratory, (3) the growth of courses that treated writing as a discipline separate from speaking, and (4) the importation from secondary level textbooks of the concept of separate explanatory and argumentative themes. The second section of the paper begins with an examination of the rhetorical theorist, Henry Day, and then turns to the tradition that Day was up against--Alexander Bain's modes of discourse. The paper concludes with an examination of four elements that affected the development of twentieth century explanatory rhetoric: the decay of the modal classification of discourse and the failure of any other taxonomy to supplant it; the concurrent popularity of the Deweyite movement; the complete acceptance after 1910 of Fred Newton Scott and Joseph Denney's means of developing paragraphs; and the tendency for expository genres to split off from general composition once their pedagogy had achieved a sufficiently developed formal character, as has been the case for journalism and technical and business writing. (HOD)

ED 236 639 CS 207 914

Swayne, Philip E.
Story Preference Inventory.

PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Childhood Interests; Childrens Literature; Elementary Education; Forced Choice Technique; Interest Inventories; Literature Appreciation; Measures (Individuals); *Reading Attitudes; *Reading Interests; Reading Material Selection; Reading Research
IDENTIFIERS- *Story Setting; *The Research Instruments Project

Designed to assess children's preferences for story settings, the instrument requires children to indicate their preference for a story setting in each of 36 pairs of contrasting pictures, 12 pairs in each of the following categories: (1) fantasy versus realism, (2) past versus contemporary, and (3) geographically remote versus the near-at-hand. The inventory yields three scores, one in each of the categories. Validity and reliability date are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (literature), title, author, date, age range (primary through intermediate), purpose, and physical characteristics.) (JL)

ED 236 688 CS 207 967

May, Gordon S.; Arevalo, Claire

Integrating Effective Writing Skills in the Accounting Curriculum.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTIONS- *Accounting; *Content Area Writing; *Education Work Relationship; Higher Education; Integrated Curriculum; Program Content; Program Development; Program Effectiveness; *Technical Writing; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Writing Programs

The J. M. Tull School of Accounting at the University of Georgia has developed a program that integrates the teaching of writing skills with the regular accounting courses. Students in a three-course sequence write a total of eight papers--technical, memos, or reports--in assignments that resemble writing tasks encountered by professional accountants. A full-time writing consultant on the school's staff provides occasional lectures and handouts on effective writing and individual assistance for students who may need it. All papers written by students are evaluated for both accounting content and effective writing. According to subjective evaluation by the accounting faculty, the students' writing is improving. In addition, grades on papers usually improve over the three-course sequence of the program. Student response to the program has also been generally favorable, with most students realizing that they will need good writing skills to be successful. (Author/FL)

ED 236 380 CE 037 456

Sepe, Thomas D.
Wor-Wic Tech Community College Nursing Curriculum Project FY 1981. Final Report and Course of Study, Fall 1981.
Wor-Wic Tech Community Coll., Salisbury, MD.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Associate Degrees; Behavioral Objectives; Competency Based Education; Course Descriptions; Curriculum Guides; Learning Activities; *Medical Services; Nurses; *Nursing; *Nursing Education; Patients; Postsecondary Education

This first semester, competency-based nursing course for an Associate degree nursing program is preceded by the final report of the project that developed it. An abstract, objectives, methodology, and findings are included. The course of study first provides a course description; course objectives; a content outline; a list of required instructional materials, supplies, and equipment; and a competency profile. The course consists of nine units, containing two to seven modules. Each unit begins with a list of the competencies covered. Components of each module may include some or all of the following: competency sheets with unit and module titles, competency, performance objectives, learning activities, evaluations, extended learning activities; quizzes; case studies; a bibliography list; a teacher's guide with teacher activities and teaching suggestions; and handouts. At the end of each unit, a pretest for review and a competency exam and answer key are provided. Topics covered in the nine units are basic concepts, gas transport problems, cardiovascular problems, endocrine dysfunction, problems of nutrition, urinary obstructions, neuro-muscular-skeletal problems, malignancy and sexual identity, and burn management. (YLB)

ED 236 450 CG 017 000

Amatea, Ellen S.; Cross, E. Gail
Evaluating Dual Career Guidance Programs for High School and College Students. Final Report. Project No. 2-2F11 from July 1, 1981 to June 30, 1982.
Florida Univ., Gainesville.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Career Guidance; *College Students; Coping; Counseling Techniques; *Dual Career Family; Field Tests; *Guidance Programs; Higher Education; High Schools; *High School Students; Learning Modules; Life Style; Models; Program Development; *Program Effectiveness; Program Evaluation; Role Conflict; Sex Role; Stress Management; Stress Variables; Vocational Maturity

The Dual Career Guidance Project is a career guidance development project to design materials and models for professionals to use in assisting young men and women to develop awareness of and skills in managing a dual worker/career life style. The specific objectives of the project were to design and implement field test evaluation strategies for assessing the impact of high school and college program models. In the high school program pre- and post-test data were collected from experimental and control classrooms of 11th or 12th grade students (N=152) in four Florida districts. Five variables related to career maturity and five related to sex role ideology were examined. Results indicated overall positive results in the areas of increasing career maturity attitudes. In the college program three different workshops were conducted for married and committed upper level and graduate student couples (N=24). Participants' attitudes regarding marital/relationship satisfaction; career, marital, and family role salience; and level of perceptual accuracy were assessed at the beginning and 3 weeks following the end of the workshop. Scores indicated a significant increase in marital/couple satisfaction. In addition, the degree of career role salience moderated while the levels of marital and family role salience did not. Perceptual accuracy also improved. Based on results, systematic dissemination of both programs was recommended. (Appendix A is the program manual and outline for the high school program, Dual Worker Career Counseling. Complete lessons for the ten sessions including handouts are provided. Appendix B is the program manual for the College Dual Career Couple Program. Additional appendices provide the initial draft for the program, a flyer for program advertising, and a workshop evaluation form). (JAC)

ED 236 511 CG 017 063

Masten, William G.; Caldwell-Colbert, A. Toy
Self-Management Procedures to Stop Smoking.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Change; Case Studies; Change Strategies; College Students; *Counseling Techniques; Higher Education; *Program Effectiveness; *Self Control; *Self Help Programs; *Smoking
IDENTIFIERS- *Self Management

While numerous approaches to inhibit smoking have appeared in the literature, self-management is one technique that allows the client to take a more active part in the treatment. To study the effectiveness of self-management in a single-subject design, an 18 year old female college student who smoked mostly on weekends was told to self-monitor her smoking behavior. Treatment consisted of choosing a date to stop smoking and telling friends about her goal. She met weekly with a therapist. The 5-day treatment contract included a combination of self-management procedures: self-reinforcement, self-monitoring, use of environmental stimuli, contracting, engaging in alternative behaviors, use of a "smoking-spot", elimination of concomitant activity, and use of positive self-statements. From a baseline high of 96 cigarettes per week, the student reduced the number of cigarettes smoked to 12 during the 5-day intervention, and attained total abstinence during the maintenance phase. Follow-up contact after 17 and 20 months revealed the subject's continued abstinence from smoking. The combined intervention of the "smoking-spot" and contracted date to stop smoking were considered crucial to the success of the program. (JAC)

ED 236 324 CE 037 325

Competency-Based Curriculum for Prevocational Exploration. Personal Service.
Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- May 83
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Attendants; Barbers; *Career Education; Career Exploration; Competence; Competency Based Education; Cosmetology; Education Work Relationship; Employment Opportunities; Employment Projections; Household Workers; Housekeepers; Laundry Drycleaning Occupations; Lesson Plans; *Occupational Clusters; *Occupational Information; Prevocational Education; Psychiatrists; Psychologists; Sales Occupations; Secondary Education; *Service Occupations; Service Workers; State Curriculum Guides; Units of Study; Work Environment
IDENTIFIERS- Custodians; Funeral Directors; *West Virginia

This competency-based curriculum was designed to aid teachers in West Virginia to provide students with information about careers in the personal services occupational cluster. The curriculum guide contains 43 lessons, organized into the four areas of attendant services, barber and beauty services, commercial services, and residential services, plus introductory and culminating lessons about personal services occupations. Each lesson contains a career information sheet (with a job title, job duties, sample employment locations, an employment outlook, education and training requirements, special qualifications needed, earnings and benefits, and working conditions and life-styles), an occupational competency, resources and or materials, learning objectives, learning activities, and evaluation procedures. Worksheets and student attitude rating sheets are provided for each lesson. Some of the occupations covered in the personal services cluster are the following: animal caretaker, blind aide, diet consultant, horseshoer, shoe repairer, wedding consultant, barber, cosmetologist, manicurist, sales representative for barber and beauty supplies, custodian, funeral director, janitor, psychiatrist, counseling psychologist, pets and pet supplies salesperson, butler, caretaker, funiture cleaner, rug cleaner, laundry worker, and home housekeeper. The guide is illustrated with cartoon drawings. (KC)

ED 236 407 CE 037 558

Litkowski, Thomas I.
Postsecondary Schools with Occupational Programs.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-316
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Allied Health Occupations Education; *Business Education; *College Programs; Colleges; Directories; *Postsecondary Education; Technical Institutes; Trade and Industrial Education; Two Year Colleges; Universities; *Vocational Education

This directory, the fifth in a series on postsecondary schools that offer occupational training, is intended for manpower and educational planners at the federal, state, and local levels and others who require information on the current and potential supply of skilled workers, such as school and agency counselors. Information is included on over 7,600 noncollegiate postsecondary schools as well as listings of colleges and universities that offer occupational training programs. Introductory material discusses criteria for inclusion, accreditation, format, and explanation of data; methodology; and summary of findings and summary tables. The main section lists public and private postsecondary schools alphabetically under the states and cities in which they are located. Each school listing is arranged according to this format: school number (within the state), name and address, telephone, ID number, control or affiliation, type of school, enrollments/completions, accreditation, eligibility, and programs. Two indexes are provided: (1) a program index listing program offerings and references to the schools that offer them and (2) a school index, an alphabetical listing by name of school of all schools in the directory with state abbreviation and school number. Lists of abbreviations and the questionnaire are appended. (YLB)

ED 236 495 CG 017 045

Kaiser, Charles F.; Berndt, David J.
The Lonely and Gifted Adolescent: Stress, Depression and Anger.
PUB DATE- 5 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academically Gifted; *Adjustment (to Environment); *Adolescents; *Depression (Psychology); Helplessness; *Loneliness; Personality Traits; *Predictor Variables; Psychological Characteristics; Secondary Education; Self Esteem; Social Isolation; Stress Variables
IDENTIFIERS- *Anger

Loneliness has been implicated as a central causal factor in depression, suicide, social problems, physical illness and general maladjustment. To investigate the correlates of loneliness in gifted adolescents, 175 adolescents (aged 14-17) who had been separated from their homes to participate in a special academic program completed a battery of inventories measuring loneliness (Young Loneliness Inventory), anger (Novoco Anger Inventory), depresson (short form of the Multiscore Depression Inventory) and the effects of life events and adaptation (Coddington adolescent adaptation of the Holmes and Rahe SRE measure of life events). All instruments were administered on the first day of the formal group session. An analysis of the results showed that loneliness was predicted best by depression, life events, and anger. Components of depression which best predicted loneliness were helplessness, social introversion, and low self esteem. Although the results must be considered cautiously, they do suggest that the lonely but gifted adolescent, in addition to being depressed and angry, is adapting to life event changes. (Author/BL)

ED 236 640 CS 207 915

Martin, Anne V.
Extended-Cloze Reading Skills Test of Hierarchical and Spatial/Chronological Ordering Ability.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Classification; *Cloze Procedure; *Connected Discourse; High Schools; *Language Processing; Measures (Individuals); Postsecondary Education; Reading Comprehension; *Reading Skills; Vertical Organization
IDENTIFIERS- *The Research Instruments Project

Designed to determine a reader's ability in processing information relationships in written discourse in English, the extended-cloze instrument consists of six reading passages, each with four complete sentences deleted. Students read each passage and select the best of four multiple choice alternative sentences for each deletion. The instrument contains two subtests: three passages measuring processing of hierarchical order, and three measuring spatial/chronological order. The instrument is felt to be particularly appropriate for ESL students, but may also be used with dialect and native speakers. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (adult, ages 18-35, and possibly high school), purpose, and physical characteristics.) (HTH)

ED 236 656 CS 207 931

Young, Petey
Discourse-Analysis Based, Written, Multipie-Choice Post-Test for Comprehension Assessment of Expository Prose.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Discourse Analysis; Expository Writing; Intermediate Grades; Junior High Schools; Measures (Individuals); Middle Schools; Multiple Choice Tests; *Reading Comprehension; Reading Tests
IDENTIFIERS- *The Research Instruments Project

Designed to assess immediate and delayed comprehension of expository prose, this instrument is a 40-item multiple-choice test composed of open-ended stems, each followed by four nonoverlapping choices. Control of content of the items was based upon an analysis of the accompanying 1,300-word passage on the Kalahari Desert. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading comprehension), title, author, date, age range (middle school/junior high school), purpose, and physical characteristics.) (JL)

ED 236 673 CS 207 949

Springer, Imogene, Ed.
Recommended English Language Arts Curriculum Guides, K-12.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 39515, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Curriculum Development; *Curriculum Evaluation; Curriculum Guides; Elementary Secondary Education; *English Curriculum; *English Instruction; *Evaluation Criteria; *Language Arts; Resource Materials; Standards

Developed by the National Council of Teachers of English Committee to Evaluate Curriculum Guidelines and Competency Requirements, this guide is intended to help teachers and administrators develop exemplary English language arts curricula. The first half of the booklet presents an annotated list of committee-recommended curriculum guides, representing a variety of sample frameworks, units, and lesson plans intended for reference use by schools and agencies in the process of developing or revising a curriculum. Grouped according to the year in which the guides were recommended (1983, 1982, and 1981), each annotation provides information on grade level, content, aims and objectives, and how to obtain the guide. The second half of the booklet contains a statement of criteria for planning and evaluating English language arts curriculum guides. Criteria are organized under the headings of philosophy, policies and procedure, objectives, organization, process as content, language, composition, media, reading and literature, evaluation, and design. (HTH)

ED 236 721 CS 504 417

Rubin, Rebecca B.; And Others
Oral Communication Assessment Procedures and Instrument Development in Higher Education. A Report by the Subcommittee for Oral Communication Assessment in Higher Education.
Speech Communication Association, Annandale, Va.
PUB DATE- 83
AVAILABLE FROM- Speech Communication Association, 5101 Backlick Rd., Suite E, Annandale, VA 22003 ($3.00, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Students; Communication Research; *Communication Skills; *Evaluation Methods; *Evaluation Needs; Higher Education; Speech Communication; *Speech Evaluation; Speech Skills; *Testing Programs

Divided into two sections, this report describes research on the range and degree of assessment of students' communication skills in colleges and universities and includes the following findings: (1) of the 384 respondents from college speech communication departments, 45 reported using large-scale, uniform testing of students; (2) these large-scale programs were designed to fulfill four main purposes--course exemption, placement/screening, evaluation within classes, and teacher certification; (3) programs assessed students' public speaking, voice and articulation, communication anxiety, speech and hearing, listening, group discussion, and interpersonal communication; (4) assessment methods included oral, written, and both oral and written modes; and (5) most communication educators were actively searching for reliable, valid assessment instruments and procedures. The second section of the report includes descriptions of the procedures and instruments used by the 45 colleges and universities in their assessment programs, indicates assessment purposes, skills evaluated, and mode of assessment, and lists a contact person in each institution. (MM)

ED 236 352 CE 037 398

Schmidt, B. June

Keyboarding: The State of the Art.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Behavioral Objectives; Business Education; *Business Skills; *Computer Assisted Instruction; Computer Programs; *Microcomputers; Office Occupations Education; *Teaching Methods; *Typewriting
IDENTIFIERS- *Keyboarding

Keyboarding differs from typewriting in the basic purpose it serves. Keyboarding is the act of entering alphanumeric data on a keyboard of information processing equipment for the purpose of obtaining or communicating information. The target populations for keyboarding are those whose typewriting skill will be primary to their vocations, those whose skill will be secondary to their vocations, and those who will use typewriting for personal use. A consensus among educators is that keyboarding skill development should take place at middle and high school levels and not be limited to business students. Business teachers should be responsible for the teaching of keyboarding through microcomputer course offerings. Software for keyboarding skill development is available, although teachers can develop materials from typewriting textbooks. Advantages of teaching keyboarding with microcomputers include immediate feedback, lack of embarrassment when mistakes are made, lack of subjective teacher evaluation, flexibility of scheduling, and freeing the teacher from time-consuming tasks. The growing use of keyboards in business, industry, government, and education has made efficient use of them a basic skill in American society. (Competencies to be met by the student learning to keyboard are listed.) (YLB)

ED 236 421 CE 037 621

Automobile Mechanic Assistant Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.

PUB DATE- 79

GRANT- 250-442-1-0871-2

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Aptitude Tests; *Auto Mechanics; *Disabilities; Job Performance; Job Skills; Occupational Tests; Prevocational Education; Scoring; Secondary Education; Testing; Trade and Industrial Education; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; *Work Sample Tests

This manual contains a work sample intended to assess a handicapped student's interest in and potential to pass sucessfully a training program in automotive mechanics or in a similar automotive job. Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. Section 3, on administration, provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. This section also contains instructions for task procedures actions to be taken, as well as post sample interview topics. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance, a materials list (equipment, source, price), work sample diagrams and/or photographs, and assembly instructions. Section 7 cites references. An appendix defines terms. (YLB)

ED 236 436 CE 800 011

Greenberg, Art; Hunter, Andrea
Striving for Excellence: Middle Schoolers Study "Work." Ideas for Action in Education and Work, Issue 5.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Career Education; *Career Exploration; Class Activities; Delinquency Prevention; *Experiential Learning; Interdisciplinary Approach; Junior High Schools; *Middle Schools; Program Descriptions; School Community Relationship
IDENTIFIERS- PF Project

The Work as a Topic of Study program is described as a vehicle for making academic study more relevant to the middle school student's future role as a productive worker. Following an argument for maintaining a flexible middle school curriculum which contributes to the social development of students, the five school districts currently participating in the program and the criteria under which they were selected are listed. Sample activities from the Teacher's Ideabook are presented for the three levels of the program: (1) infusion of work concepts into the traditional curriculum; (2) classroom-based experiential learning including the use of community resource people, peer teaching about personal work roles, a decision-making unit, and team learning projects; and (3) community-based learning including preparation, group visits to local sites, small group projects, and shadowing (a student spends one-half day with a worker at a job of the student's choice). A fourth level involving community internships is outlined although it is not yet part of the program. Possible concerns of educational and community groups regarding the program are presented along with responses to those concerns. Three planning steps are then offered. Comments and news items from the five current sites are provided as well as names and addresses of contact persons. A bibliography of selected resources cites 5 organizations and 11 print resources. (DC)

ED 236 465 CG 017 015

Gilewski, Michael J.; Zelinski, Elizabeth M.
Memory Complaint and Mood in the Elderly: A New Wrinkle.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Development; *Age Differences; *Aging (Individuals); *Cognitive Processes; Depression (Psychology); Intelligence; *Memory; *Middle Aged Adults; *Older Adults; Predictor Variables; Well Being

Self-report research has inconclusively linked complaints of poor memory functioning, memory performance, and intellectual ability with depression in older adults. In order to investigate more conclusively the correlation between these variables as well as to investigate the effect of age differences, 159 older adults (49 young-old, aged 55-70; 60 old-old, aged 71-84) were administered a battery of memory, intelligence, and depression scales. Memory was assessed through immediate and delayed recall tests as well as with subscales of the Metamemory Questionnaire. Intellectual ability in terms of recognition vocabulary, figure rotation, and letter/word series (adapted from the Primary Mental Abilities Tests on verbal meaning, space and reasoning) was assessed by corresponding subtests of the Adult Mental Abilities test. Depression was measured by the Zung Depression Scale. An analysis of the results showed that older people who complained of memory problems had high levels of depression. Further, the bidirectional relationship that ensued between affect and cognition points to the circular pattern that develops between memory and depression once the first causal step is taken. Finally, the heterogeneous lifestyle of young-old adults (55-70) appeared to be related to the differences in psychological functioning in this age group. By contrast, old-old adults (71-84) appeared to be more homogeneous because of the commonalities of old age. (Figures illustrating variable linkages are appended). (BL)

ED 236 480 CG 017 030

Tiffany, Phyllis G.
Family Life Satisfaction across Positional Roles, Family Development Categories and SES.
PUB DATE- 29 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Emotional Adjustment; *Family Life; *Family Role; Friendship; Health; Job Satisfaction; *Life Satisfaction; Marriage; *Sex Differences; *Socioeconomic Status; Spouses; *Stress Variables
IDENTIFIERS- Schedule of Social Functioning (Heimler)

Marital satisfaction across the life cycle differs for men and women. To investigate family life satisfaction across positional roles, developmental categories, and socioeconomic status (SES), 100 husbands and wives (families) were administered the Heimler Schedule of Social Functioning (SOSF), which relates social function and stressors (work, family life, friends, mood, health, SES) to life satisfaction. The families were intact, nuclear, Caucasian units from a small midwest agricultural community, representing a range of children, SES, and occupations. An analysis of the results showed that the SOSF discriminates between family life categories on a number of measures. In general, family life satisfaction was greater in families that had passed the early establishment years. Females were more satisfied with friends than men but less satisfied with health and mood. In families with the oldest child in secondary school, work as a life satisfaction variable was highest among upper SES males and lower SES females. In families with the oldest child leaving home, work as related to life satisfaction was highest with upper SES females and lower SES males. Overall, upper SES males expressed the highest life satisfaction, while females in their childbearing years were the most satisfied. Except with lower SES families in which the oldest child was in secondary school, upper SES families reported greater satisfaction with friends. (Numerous statistical tables are provided). (BL

ED 236 528 CS 007 129

Cosby, Bill
How To Read Faster. Power of the Printed Word.
International Paper Co., New York, NY.
PUB DATE- 81
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept. 3, P.O. Box 954, Madison Square Station, New York, N.Y. 10010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Guidelines; Methods; Reading Comprehension; *Reading Improvement; *Reading Rate
IDENTIFIERS- Clustering (Reading); PF Project; Previewing (Reading); Skimming (Reading)

Three practical ways to get the meaning from printed words quickly and efficiently are: (1) previewing; (2) skimming; and (3) clustering. Previewing and skimming are ways of getting through a lot of reading material without reading every word. Previewing is especially helpful for heavy reading like long articles, business reports, and nonfiction books. When previewing, read the entire first two paragraphs, then read only the first sentence of each successive paragraph, and finally read the entire last two paragraphs. Skimming is good for short, light reading. The reader's eyes should sweep across each line of material, picking up only a few key words in each line. These techniques give a fast, general idea of content. To read faster and understand more, use clustering. Clustering is looking at groups of words instead of one word at a time. This takes constant practice. Pick up something light to read. Concentrate on clustering the first time through, then reread it normally to see what was missed. Practice this 15 minutes every day; it may take a week or more to pick up this technique. (DC)

ED 236 545 CS 007 306

Willson, Victor L.; And Others

Sources of Variation That Affect the Reliability of Reading Classroom Observation Measures. Instructional Research Laboratory Technical Series #R83004.

Texas A and M Univ., College Station. Instructional Research Lab.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classroom Communication; *Classroom Observation Techniques; *Data Collection; *Error of Measurement; Reading Instruction; *Reading Research; *Reliability; Research Design; *Research Methodology; Research Problems; Teacher Effectiveness

Given the complexity of classroom reading observations, maintenance of measurement reliability is a concern to researchers. Sources of variation contributing to the unreliability of many measurements may be either (1) lasting and specific, (2) lasting and general, (3) temporary and specific, or (4) temporary and general.
Lasting-specific sources of variations, such as observers' attitudes toward the coding system and differences between training conditions and actual classroom settings, can be controlled through appropriate criteria for observer selection and training procedures that are content specific to the actual observation tasks. Lasting-general sources of variation include observers' observation skills and the supervision condition, which can be controlled, in part, by researchers and observers for discussing recently completed observations. Although temporary-specific sources of variation, such as observer fatigue, attention span, and memory, are not always under experimenter control, they can be managed with some success by such techniques as regulation of observation periods.
Temporary-general sources, including location, surroundings, and physical condition of the observer, are more amenable to researcher control. If an observer is ill, for example, the observation session can be cancelled. The systematic consideration of these sources of variation is critical to understanding classroom interaction and behavior. (MM)

ED 236 560 CS 007 347

Schwantes, Frederick M.
Automatic, Attentional, and Interactive Processes: Age Differences in the Nature of Words Affected by Sentence Context.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Associative Learning; Attention; Cognitive Processes; College Students; *Context Clues; Grade 3; Higher Education; Primary Education; *Reading Research; Semantics; *Sentence Structure; *Word Recognition
IDENTIFIERS- *Contextual Analysis

Two experiments investigated the effects of preceding sentence context on the naming times of sentence completion words in third-grade children and college students. In the first study subjects were shown incomplete sentences with four types of target words: best completions; semantically and syntactically appropriate, but less likely completions; related associates of the best completion words; and anomalous words. In the second experiment the target words consisted of those that were both semantically acceptable in the sentence and semantically related to the best completion words; words which were semantically acceptable in the sentence but not strongly related to the best completion words; and semantically unacceptable completion words that were not strongly related to the best completion word. After the incomplete sentence was flashed on a screen, the target word appeared. Students were told to read the target word aloud as rapidly as possible. Results showed that contextual facilitation effects were observed both for highly predictable and for semantically appropriate (but less likely) completions. In both cases, the facilitation effect was much greater for children than for adults. Children also exhibited contextual interference for anomalous word completions, whereas no such effects were observed in adults. (Materials used in the study are appended.) (HOD)

ED 236 575 CS 007 364

Olson, Gary M.
Composition and Comprehension of Simple Texts. Final Report.
Michigan Univ., Ann Arbor.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-79-0133
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cognitive Processes; Higher Education; *Reading Comprehension; Reading Processes; *Reading Research; Research Methodology; *Schemata (Cognition); Sentence Structure; *Writing (Composition); Writing Processes; *Writing Research
IDENTIFIERS- *Reading Writing Relationship; Think Aloud Protocol

This report describes research that focused on the comprehension and composition of simple texts. The first section reviews the overall goals and theoretical perspectives of the project. The second section describes the following studies carried out during the project: analysis and extension of prior thinking-out-loud (TOL) data, TOL and reading time data for essays, controlled reading times, expectations and sentence integration, and writing processes. The third part lists the talks and papers that have resulted from the project. Appendixes include a scheme for coding think-aloud protocols, a coding scheme for descriptions of procedures, and copies of the following publications: (1) "Applying Knowledge of Writing Conventions to Prose Comprehension and Composition," (2) "Cognitive Aspects of Genre," (3) "Thinking Out-Loud as a Method for Studying Real-Time Comprehension Processes," (4) "Question-Asking as a Component of Text Comprehension," and (5) "The Role of Expectations in Sentence Integration." (HOD)

ED 236 592 CS 207 570

English Language Arts K-12. Interim Guide 1981.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-86497-022-6
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Developmental Stages; *Educational Objectives; Elementary Secondary Education; *English Curriculum; Evaluation Methods; Foreign Countries; *Instructional Development; *Language Arts; Resource Materials; Sequential Approach; State Curriculum Guides; *Student Evaluation; Student Needs
IDENTIFIERS- PF Project

Sections of this guide deal with an overview of the English language arts K-12 program, organizing for instruction, and evaluation. It is intended to be used as a resource for teachers.

The overview section begins with a rationale, major emphases, general student language needs, K-12 learning goals, and changes in emphases that are necessary as the student matures. Charts covering the early, middle, and senior years are then provided to correlate student needs with instructional goals. The overview section concludes with a description of the language development of children, a chart of Piaget's developmental stages, and implications of the program for administrators. The section on organizing for instruction covers integrating the language arts curriculum, balancing the curriculum, meeting individual and group needs, meeting special needs, and setting time allotments. Most of this section is comprised of scope and sequence charts which include general thinking and language goals, program elements, and specific objectives for listening, speaking, reading, and writing. The final section on evaluation describes the purpose, types, and methods of evaluation; record keeping; and the use and abuse of standardized tests. A glossary of education and language arts terms is appended. (DC)

ED 236 609 CS 207 588

Spector, Ann D.
Awareness of Audiences' Needs: A Charade.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Class Activities; College English; Descriptive Writing; Higher Education; High Schools; Learning Activities; Paragraph Composition; Teaching Methods; *Writing (Composition); *Writing

Exercises
IDENTIFIERS- Charades; Following Directions; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: LEVEL: High school and college. AUTHOR'S COMMENT: I used this mini-unit to initiate the class in working effectively as a peer group. Moreover, the task I assigned demands that students develop an awareness of their audience's needs by providing an immediate and concrete response. THE APPROACH: (1) One class period: each of three groups was asked to choose a topic for a charade, and then to write its own process, or set of instructions for performing it. The instructions were written in class. Sets of instructions were a single paragraph and took about twenty minutes to write. It's important to remind students that instructions must be strictly behavioral - metaphoric commands, e.g., "grin like a shark," are ruled out. This exercise presented us with our first rhetorical dilemmas; if our charades were to be guessed, we obviously needed to define our audience and limit our choice of topics. We solved these problems by confining ourselves to the titles of popular movies and television shows. Each group was asked to give its set of instructions to a second group to perform before the third group. The second, or acting, group had no idea what the first group's charade was all about; all they had were the instructions for performing it: "lift your right foot," "wave your hand," "grin and shake your head," and so on. The students saw that if their writing was not effective, if their instructions were not clear and concise, if they were too diffuse, if they'd given their audience too much or too little, something too complicated or too simple, then one group couldn't act it, and the other group couldn't guess it. In other words, if they hadn't adequately communicated the information that was necessary for the other two groups to act out and interpret the charade, then the process wouldn't work. (2) For the next class, each student was asked to write his own set of instructions for a charade to read to his group. The group had to guess the title from these written instructions. Students were asked to observe the group's responses to ascertain the cause of whatever difficulties the members had in interpreting the charade. (3) For class number 3, students were asked to write rhetorical analyses of their own instructions. Since the entire rhetorical process had been very concrete, and apparent, these analyses were easy for a group of novices to write. Moreover, when we discussed what we had learned from the entire process, we were able to abstract a list of criteria which served as the basis for annotating our next set of papers. (Author)

ED 236 689 CS 207 968

Minorities in Newsrooms: The Continuing Challenge. The Report of the ASNE Committee on Minorities.

American Society of Newspaper Editors, Washington, DC.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Affirmative Action; College Programs; *Editing; Education Work Relationship; *Employment Practices; Higher Education; Journalism; *Journalism Education; *Minority Groups; *Newspapers; Professional Associations; Racial Integration

Beginning with a modest recommendation for the employment of a full-time member of the American Society of Newspaper Editors (ASNE) to work toward the Society's goal of truly integrated newsrooms by the year 2000, this report contains a number of items. Among them are (1) background information on minority representation in journalism; (2) a 1983 update on employment practices among newspapers; (3) a comment on the journalism school talent pool; (4) a discussion of problems involved in extending talent searches to schools with substantial minority enrollment; (5) a report on innovative efforts to increase minority input into the news media; (6) a statement on the commitment of ASNE to address minority needs; (7) a report by the Minority Committee of the ASNE's subcommittee on Hispanics; (8) a report on minority employment in daily newspapers; (9) a list of newspapers, journalists, and schools who volunteered in the 1982-83 ASNE Minority Professional-In-Residence Program; and (10) a list of newspapers that have volunteers in the 1983 ASNE Mini-Sabbatical for Minority Journalism Faculty Members Program. (HOD)

ED 236 705 CS 504 285

Danowski, James A.
Organizational Communication: Theoretical Implications of Communication Technology Applications.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Communication Research; *Computers; *Information Networks; *Information Theory; *Organizational Change; *Organizational Communication; Organizations (Groups); Power Structure; Technological Advancement; *Telecommunications
IDENTIFIERS- Theory Practice Relationship

Communication technology (CT), which involves the use of computers in private and group communication, has had a major impact on theory and research in organizational communication over the past 30 years. From the 1950s to the early 1970s, mainframe computers were seen as managerial tools in creating more centralized organizational structures. During the late 1970s, the decentralizing effect of computers on organizational communication and the impact of the new technologies on society gained more attention. Recently, the increasing centralization of the information society has been stressed once again. Real effects of increasing organizational centralization may include a power shift away from middle management and toward the power elite. How organizational members segment internal or public audiences is now increasingly based on infographic rather than demographic or psychographic variables. The concept of infographic segmentation can be extended, perhaps, to the global characterization of an organization or its subunit as showing either symbolic, ritualized, or interactive communication styles. Furthermore, to the extent that groups or individuals share a particular form of infographic culture, they indicate infographic cohorts. Consideration of theoretical questions not only makes sense of the rapid changes in communication technology, but also helps to guide them. (MM)

ED 236 310 CE 036 979

Meeting of Experts to Consider Ways and Means of Taking the Workers' Interests into Consideration When Formulating and Implementing Adult Education Policies (Paris, France, April 25-29, 1983).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 8 Jul 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Basic Education; *Adult Education; Cooperative Planning; Cooperatives; *Developing Nations; *Educational Needs; Educational Philosophy; *Educational Policy; *Industrial Structure; Labor Demands; Participative Decision Making; *Policy Formation; Postsecondary Education; Unemployment; Unions; Vocational Education
IDENTIFIERS- Multinational Corporations; UNESCO

At a UNESCO meeting of representatives of international nongovernmental workers and cooperative organizations, the delegates laid particular emphasis on the correlation between political, economic, and social problems on the one hand, and educational, cultural, and training activities on the other. The participants especially stressed the need for increased priority to be given to economic and vocational education, provided through trade union and cooperative organizations; for agricultural and industrial workers; craftspersons, manual workers, and intellectual workers; unemployed persons; and the increasing number of workers obliged to change jobs. The delegates reported a need to encourage self-reliance in the developing countries, self-help activities in rural and urban areas, and measures to reduce unemployment and promote self-management or worker participation in the management of cooperatives and companies. The role and prominence of transnational corporations in relation to people's lives, and particularly in relation to the working population, was also highlighted with a request for more study of the effects of these corporations throughout the world. The delegates stressed the significance of education in social change, in technological change, and in relationship to the creation of world peace. They stressed the participation of workers' and peasants' organizations in the conception and implementation of educational policies and created a series of recommendations for adult education. These recommendations cover the aims and roles of adult education, the target groups, the content, the methods and materials, the institutional forms, the role and participation of trade unions, cooperatives, popular educational movements, and suggestions for action. (KC)

ED 236 338 CE 037 373

Bowe, Frank
Demography and Disability: A Chartbook for Rehabilitation.
Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.
SPONS. AGENCY- National Inst. of Handicapped Research (ED),
Washington, DC.
PUB DATE- 83
GRANT- G00830010
AVAILABLE FROM- Arkansas Rehabilitation Research and Training Center, Publications Dept., P.O. Box 1358, Hot Springs, AR 71901 (Item No. 1219--$4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Demography; *Disabilities; Educational Attainment; *Educational Needs; Employment Level; Employment Patterns; Geographic Distribution; Geographic Location; Income; *Individual Characteristics; Needs Assessment; *Program Administration; Program Effectiveness; Salary Wage Differentials; School Role; Tables (Data); *Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *Current Population Survey

Based on data concerning disabilities that were obtained from the 1981 and 1982 Current Population Surveys (CPS), it appears that the average working-aged disabled American is about 50 years old, has a high school education, is not in the labor force, and subsists on a low level of income. Also evident is the fact that disability is much more common among Blacks than among Whites or Hispanics, more common among males than among females, and more common among persons with low education and income levels than among those with higher levels of schooling and income. Furthermore, disabled persons tend to reside in the South. These data have a number of implications for vocational rehabilitation program administrators. For example, rehabilitation should place more emphasis on recruiting those persons who become disabled while working into the federal and state partnership program and should begin to provide more service for older disabled individuals. For most disabled persons of working age, the major need is for retraining rather than for basic training. Particularly in need of training are women and Blacks with disabilities. Perhaps the most encouraging news from the 1981 and 1982 CPS is that full-time employed disabled persons earn almost as much as do full-time workers with no disabilities. (MN)

ED 236 367 CE 037 422

Bendick, Marc, Jr.; Egan, Mary Lou

Recycling America's Workers: Public and Private Approaches to Midcareer Retraining.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Vocational Education; Career Change; Federal Programs; *Human Capital; Inservice Education; Labor Education; Labor Force Development; *Middle Aged Adults; Midlife Transitions; Models; *Public Policy; *Retraining; Skill Development; *Skill Obsolescence; *Technological Advancement

This working paper, part of a project on the applicability of the French training system in the United States, argues that a systematic national commitment to midcareer worker retraining is necessary for American prosperity and international economic competitiveness. Although findings of the early human capital theorists demonstrated that an educated work force is more productive, the lower financial returns to college education and falling American rates of productivity growth have made more recent theorists question the worth of increased investment in general education. Theorists, however, have focused on education received in a traditional pattern. Much of the potential payoff to worker education is found not in formal education prior to entering the work force but rather in midcareer retraining to cope with technological changes, to prevent skill deterioration, to learn new skills for job promotion, and to facilitate forced job changes. The supply side of the market for retraining services suffers from relatively few bottlenecks; the demand side suffers from these market failures: externalities, cash flow, lack of information, and risk aversion. Current federal policy and programs reserved almost exclusively for special groups do not constitute an adequate public and private response for midcareer worker retraining. The French have developed an extensive institutional arrangement for mobilizing public and private resources for midcareer worker retraining. With certain modifications, such a system should be incorporated into the United States. (YLB)

ED 236 381 CE 037 461

Chung, H. C.
Meeting the Employment and Training Needs of Hispanics in Connecticut. Final Report.

Bridgeport Univ., Conn. Coll. of Business and Public Management.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.
PUB DATE- 1 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Adult Education; Communication Problems; Dropout Rate; Educational Attainment; *Educational Needs; Employment Opportunities; *Employment Patterns; Enrollment Trends; Females; *Hispanic Americans; Income; Individual Characteristics; *Individual Needs; Limited English Speaking; Migrant Workers; Needs Assessment; *Older Adults; Out of School Youth; Questionnaires; Salary Wage Differentials; State Surveys; Underemployment; Unemployment; Young Adults
IDENTIFIERS- *Connecticut

A study assessed the employment and training needs of Hispanics in Connecticut. As part of a research project entitled the Survey of Hispanics in Connecticut, trained bilingual interviewers surveyed 500 randomly selected Hispanic households in seven major cities in Connecticut. This survey sample represented approximately 1.5 percent of the total number of Hispanic households in the state. Based on these interviews, it was concluded that opportunities for adult education and skills training must be greatly expanded. Furthermore, high school dropout rates among Hispanic youth, especially among females, must be drastically reduced. Particularly needed are efforts to improve English proficiency among the Hispanic population. It is especially important that equal access to the traditional educational and training facilities and programs, especially for the regional vocational and technical schools, colleges, and universities, should be maintained for Hispanic persons. Finally, comprehensive supportive services should be made available to the special needs groups whose needs are multi-dimensional. Seventy-three tables are included. (MN)

ED 236 512 CG 017 064

Abelson, Robert P.
Explanation via Concrete Knowledge.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; Cognitive Processes; College

Students; Decision Making; Higher Education; *Social Cognition

When people are asked to explain hypothetical events they tend to prefer explanations with multiple reasons (conjunctive explanations) over simple explanations. To examine this tendency, undergraduate students participated in two experiments. In the first study, students read 10 stories depicting a main character making a decision on an important course of action. The students rated the probability of seven typical and atypical explanations for the character's decision. In study two, subject's rated possible explanations for a main character completing or not completing an unimportant activity. Analyses of results demonstrated massive conjunction effects for explanations. These effects occurred for both major and minor decisions, for double and triple conjunctions, and for goals conjoined with preconditions. However, failure of action seemed to inhibit conjunction effects; giving multiple reasons for failure to complete an action (e.g., not going to a particular restaurant) may seem unnecessary. (WAS)

ED 236 624 CS 207 885

Schumacher, Gary M.; And Others
Cognitive Processes during Pauses in Writing.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Behavioral Science Research; *Cognitive Processes; College Students; Comparative Analysis; Grammar; Higher Education; *Research Methodology; *Writing Evaluation; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *Protocol Analysis

A study investigated the cognitive and grammatical activities carried out during writing by 22 incoming freshmen and 20 upperclass college students. It was hypothesized that the upperclassmen's compositions would be judged better in quality than those of the freshmen, and that the upperclassmen would show fewer pauses in which they were considering grammatical issues than would the freshmen. Subjects were videotaped as they wrote on one of six topics, after which they were prompted with the videotape for comments about their writing activities. Papers were scored on content, organization, and surface elements. Upperclassmen received significantly better ratings than freshmen on both content and organization, but not on surface elements, which lent partial suport to the first hypothesis. Analysis of the videotapes and protocols revealed that while freshmen and upperclassmen showed a similar number of pauses during writing, the freshmen paused for longer periods of time. Although participating in the same number of grammatical activities, the two groups did differ in their total number of cognitive activities. The results demonstrated that freshmen and upperclassmen differed in the quality of their final products and in their degree of skill in carrying out writing processes. The results also indicated the fruitfulness of monitoring pausal activities to track writing processes without interrupting them. (HTH)

ED 236 657 CS 207 932

Chin, Beverly Ann
The Chin Inventory on Content Area Reading Instruction.
PUB DATE- 75

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Measures; *Content Area Reading; Inservice Teacher Education; Preservice Teacher Education; *Reading Instruction; *Reading Teachers; *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- *The Research Instruments Project

Designed to assess the attitudes toward and perceptions of competency in teaching reading in the content areas held by preservice and inservice teachers of elementary and secondary school content area subjects, this inventory contains specific skill statements on a five-point Likert-type scale. Each statement represents and illustrates the integration of reading instruction with content instruction. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (teacher knowledge and attitudes), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

ED 236 394 CE 037 497

Groff, Warren H.
Strategic Planning for Economic Development.
PUB DATE- 4 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cooperative Planning; Delivery Systems; *Economic Development; Educational Assessment; Educational Finance; *Educational Needs; Educational Planning; Educational Trends; *Futures (of Society); Human Resources; Postsecondary Education; *Program Development; Statewide Planning; *Technical Education; Technological Advancement; Vocational Education
IDENTIFIERS- High Technology; *Ohio

The Ohio Task Force on High Technology (TFHT) was formed in 1982 to make recommendations in four areas: (1) the development of future scenarios for Ohio; (2) human resource development of providers and consumers of postsecondary educational services; (3) equipment and capital plan expenditures; and (4) implications of high technology for academic program development, approval, and evaluation. Through a series of meetings and creation of working papers and models, the TFHT developed 11 recommendations under these four goal areas. In general, the committee noted that the United States is experiencing the onset of a transformation from an industrialized to a technical society based on information. For Ohio, this trend will mean the loss of jobs unless the postsecondary establishment, in concert with other parts of society, accepts a commitment to strategic planning and management. Collection and analysis of data should begin with the Ohio Board of Regents undertaking an analysis of strengths, weaknesses, and opportunities in order to clarify the role of technical education in economic development. From there, a multi-year action plan could be derived. The commitment to strategic planning and management should be paralleled by a commitment to human resource development. With regard to capital planning, additional money is required to support high technological equipment, and program development must be synchronized with such equipment purchase. In the area of program development and review, more emphasis should be placed on the requirements of high technology programs and the development of more innovative programs. Pulling together these four aspects of the educational process should result in a better system for Ohio to meet the challenges of an information-oriented technical society in the years to come. (A summary of recommendations is attached.) (KC)

ED 236 451 CG 017 001

Beacham, Herbert C.
Reaching and Helping High School Dropouts and Potential School Leavers. Final Report. Project No. DVE 2-1F11.
Florida A and M Univ., Tallahassee.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Delivery Systems; *Dropout Characteristics; *Dropout Programs; Dropout Research; *Dropouts; Etiology; High Schools; *High School Students; *Potential Dropouts; Predictor Variables; Program Development; School Holding Power; Social Problems; Student Attrition
IDENTIFIERS- Florida (Leon County)

Although Florida law requires job placement and follow-up services for all students graduating or leaving the school system, there is a lack of understanding about contributing causes and possible solutions to the problem of high school dropouts. To gather information to develop an innovative program to reach dropouts and potential dropouts, 282 Leon County, Florida, students were interviewed. All were high school students identified as potential dropouts, or youths who had already left school before graduating. Results include extensive information on characteristics of dropouts and potential dropouts, family characteristics, attitudes toward vocational programs and extracurricular activities, persons from whom dropouts sought and received help, and changes they suggested for improving schools and encouraging potential dropouts to remain in school. Peer influence, sex differences, and racial differences are also discussed. The findings suggest that most dropouts would return to school if given the opportunity. Based on survey results, recommendations for a dropout prevention program emphasize basic academic and vocational skills as well as opportunities for improving attitudes and self-concepts. Individualized approaches, delivery systems and support systems are also recommended. The appendices include the interview schedules for potential dropouts and for dropouts used in the study, and a high school dropout participation form. (JAC)

ED 236 496 CG 017 046

Hill, Martha; Weary, Gifford
Interpersonal Attraction: The Influence of Similarity, Perceived Correctness, and Importance of Causal Understanding.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; College Students; *Congruence (Psychology); Evaluative Thinking; Higher Education; *Interpersonal Attraction; Interpersonal Communication; *Responses
IDENTIFIERS- *Social Desirability

Despite recent emphasis on the communicative function attributions may serve, little is actually known about the reactions of observers to individuals' causal statements regarding their own or others' behavioral outcomes. To rule out perceived accuracy as an alternative explanation of the effects of concordance of causal understanding on interpersonal evaluations, 80 students participated in a study presumably concerned with jury decision making. The similarity, correctness, and importance of subjects' causal understandings were manipulated. The manipulation of importance consisted of telling subjects they would evaluate a real (high importance) or hypothetical (low importance) court case. After indicating on a 15-point scale the extent to which the individual in the case study was responsible for the accident described, subjects were told a second observer either agreed or disagreed with them, and that their judgments were consistent or inconsistent with previous subjects. Subjects then rated the observer-confederate. Results suggested that similarity of causal judgments and social correctness were successfully manipulated. No significant results were found for the check on the importance variable. The findings suggest that perceived social desirability or correctness of judgments cannot account for the effects of concordance of causal understanding. (JAC)

ED 236 529 CS 007 130

Dickey, James
How To Enjoy Poetry. Power of the Printed Word.
International Paper Co., New York, NY.
PUB DATE- 82
AVAILABLE FROM- "Power of the Printed Word," International Paper Company, Dept. 11, P.O. Box 954, Madison Square Station, New York, N.Y. 10010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) Non-Classroom Use (055)
DESCRIPTIONS- *Emotional Experience; *Emotional Response; Guidelines; Life Satisfaction; *Literature Appreciation; *Poetry; *Well Being; Writing (Composition)
IDENTIFIERS- PF Project

Poetry comes to a person from outside, but for it to live, the person must come to it and meet it and complete it. Poetry is new every day because it is seen in different ways by different people. It makes possible the deepest kind of personal possession of the world. The first true encounter with poetry should be simple and should involve allowing oneself to think and to feel. Part of the spell of poetry is the rhythm of the language. Almost anything put into rhythm and rhyme is more memorable than the same thing said in prose. Writing poetry is a lot like a contest with oneself. Some of the best fun is making up limericks. When the rhymes "pay off," they give a sense of completion and inevitability that is so deliciously memorable that there is nothing else like it. The deeper the encounter wth poetry, the deeper will be the experience of life. Connections between things will exist in ways that they never did before. (DC)

ED 236 641 CS 207 916

Gillis, Candida; And Others
A Survey of Methods and Materials.
PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *English Instruction; *Instructional Materials; Learning Activities; Measures (Individuals); Reading Instruction; *Reading Material Selection; Secondary Education; Teacher Attitudes; *Teacher Effectiveness; Teacher Evaluation; *Teaching Methods; Writing Instruction
IDENTIFIERS- *The Research Instruments Project

Designed to assess and describe the nature and frequency of teaching methods, activities, and materials used in secondary school English courses, this survey consists of 14 questions related to teaching objectives, activities, and materials, each followed by a list of possible responses. Teachers are asked to select a course, and to circle for each of the 256 items the frequency with which he or she uses a particular activity, material, or objective in that course. Questions cover the concepts taught to improve students' abilities in English; activities used to motivate students to read literature and to write; techniques for teaching writing, literature, or reading; the kinds of writing students are assigned and the nature of reading materials used in class; the reasons for selecting reading materials; the range of oral activities; the nature of any nonwritten composing; methods of evaluating student progress; and teachers' purposes for having students read, write, and speak in the classroom. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's

category (teacher knowledge and attitudes), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

ED 236 674 CS 207 950

Moss, Kay
The Developmental Aspects of the Writing Processes of Young Children: A Review of Related Research. Instructional Research Laboratory Technical Series #R83003.
Texas A and M Univ., College Station. Instructional Research Lab.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Developmental Stages; Elementary Education; *Language Acquisition; Literature Reviews; Teacher Role; Verbal Development; *Writing Instruction; *Writing Processes; Writing Readiness; *Writing Research

To determine the designs, procedures, and findings of studies related to an investigation of the developmental aspects of the writing processes of children, a literature search was made of documents indexed in "Current Index to Journals in Education" (CIJE) and "Resources in Education" (RIE). A search was also made of the literature in Psychological Abstracts, Comprehensive Dissertation Index, and the Language and Language Behaviors Index. From the analysis it would seem that most of the literature regarding the writing processes of young children has been concerned specifically with developmental aspects. Research conclusions suggest that teachers should question children to help them expand their ideas about writing and options for writing those ideas. Teachers should also encourage children to set standards for their writing and encourage other children to provide feedback. In particular, the research findings of Donald Graves suggest that children should be encouraged by their teachers to focus on the message rather than on its form and to realize that words are only temporary. His findings also show that informal classroom settings promote writing and that unassigned writing seems to stimulate boys' writing and results in longer compositions. (HOD)

ED 236 408 CE 037 561

The Impact of Robotics on Employment. Hearing before the Subcommittee on Economic Goals and Intergovernmental Policy of the Joint Economic Committee, Congress of the United States, Ninety-Eighth Congress. First Session.

Joint Economic Committee, Washington, D.C.

PUB DATE- 18 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; Economic Development; Economic Factors; Educational Needs; Education Work Relationship; *Employment Problems; *Employment Projections; Hearings; Job Layoff; Labor Needs; Policy Formation; Postsecondary Education; Public Policy; Retraining; *Technological Advancement; *Unemployment
IDENTIFIERS- *Congress 98th; Dislocated Workers; *Robotics

This document is a transcript of a fact-finding hearing conducted to evaluate the prospective impact of robotics (the use of sophisticated programmable or computer-controlled robots to perform routine and repetitious tasks) on employment in this country. Testimony and prepared reports were given by John Andelin, assistant director of Science, Information, and Natural Resources, Office of Technology Assessment, and by Robert U. Ayres, professor of engineering and public policy, Carnegie-Mellon University. Mr. Andelin's testimony stressed four points: first, robots are but one component of a larger programmable automation phenomenon; second, specific employment impacts are hard to predict, and he lacks confidence in those predictions currently publicized; third, changes in the number of jobs are only one of the consequences of increasing use of programmable automation, another important one being changes in the quality of jobs; fourth, and finally, while new instructional programs for persons who may use or produce programmable automation are emerging from several sources, curriculum development, change, and delivery are not proceeding in a coordinated fashion. Mr. Ayers said that, to date, about 5,000 robots are being used in U.S. industry and that their use has caused little displacement of workers so far. However, it is important to consider the potential for future job displacement by robots in industry over the next several decades. The problem is exacerbated by the fact that displaced workers are likely to be concentrated in regions of the country that are already depressed, are unable to move because of difficulty in selling their homes, and are likely to be middle-aged and, therefore, fearful of change. These factors could cause social problems or noncompetitiveness in the world economy if they are not addressed. (KC)

ED 236 422 CE 037 622

Automotive Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Auto Mechanics; *Disabilities; Job Performance; Job Skills; Occupational Tests; Prevocational Education; Scoring; Secondary Education; Testing; Trade and Industrial Education; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; *Work Sample Tests

This manual contains a work sample intended to assess a handicapped student's interest in and potential to pass successfully a training program in automotive mechanics or in a similar automotive job. Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. Section 3, on administration, provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. This section also contains instructions for task procedures actions to be taken, as well as post sample interview topics. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance, a materials list (equipment, source, price), work sample diagrams and/or photographs, and assembly instructions. Section 7 cites references. An appendix defines terms. (YLB)

Learning Responsibility: The Importance of the Home, School and Workplace. Ideas for Action in Education and Work, Issue 6.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; *Employee Responsibility; Employer Attitudes; Employer Employee Relationship; Family Role; High Schools; High School Students; *Individual Development; Interviews; School Role; Student Attitudes; Student Characteristics; *Student Responsibility; Teacher Attitudes; Work Experience Programs
IDENTIFIERS- PF Project

The findings of a research project undertaken by the Northwest Regional Educational Laboratory (NWREL) on student responsibility as it relates to job performance are reported. Forty high school students, 15 teachers, and 18 employers involved in Cooperative Work Experience and Experience-Based Career Education programs were interviewed. The students had been rated by their teachers as either high or low in responsibility. Separate sections of the report discuss findings on the meaning of responsibility as defined by students, teachers, and employers; perceptions of the importance and role of the home, the school, and the workplace in the development of responsibility; and correlations between teacher and student ratings of the students' responsibility. Discussed in the final two sections are points of agreement and disagreement among the students, teachers, and employers and implications for action which can be drawn from the study. (DC)

ED 236 561 CS 007 348

Bromley, Karen D'Angelo
Precis Writing and Outlining: Aids to Learning Social Studies Content.
PUB DATE- 22 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Content Area Reading; *Content Area Writing; Grade 5; Intermediate Grades; *Learning Strategies; *Social Studies; *Student Attitudes; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- *Outlining; *Precis Writing

To determine how differences in isolating and elaborating on important text information influence learning and attitudes toward learning, two groups of fifth grade students were trained to apply the mechanics of precis writing and outlining to their social studies readings. After a pretest for content knowledge and an evaluation of their attitudes toward learning strategies, 24 students received four weeks of training in precis writing, while 26 students were trained in outlining. Following a multiple choice test, an essay test, and an attitude measure, the treatment was reversed. Analysis of variance between test scores failed to reveal significant differences in students' social studies knowledge as measured by detail, main ideas, or essay questions. Additionally, there were no significant differences on attitude measures administered during the study, indicating that regardless of the activity, feelings were similar about the amount of material learned, the difficulty of the activity, the help required, and the extent of student participation in lessons. A majority of students reported, however, that outlining was a more helpful study aid than precis writing. Results of the study must be viewed cautiously, as measurements of student knowledge lacked validity and reliability. (MM)

ED 236 576 CS 007 366

Kazemek, Francis E.
An Examination of the Adult Performance Level Project and Its Effects upon Adult Literacy Education in the United States.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Basic Education; *Adult Literacy; Competency Based Education; *Functional Literacy; *Literacy Education; Research Methodology; *Research Problems; *Test Bias; Test Reviews; Test Validity
IDENTIFIERS- *Adult Performance Level

The Adult Performance Level (APL) project, which developed and validated a series of objectives for adult functional competency free from school-based notions of literacy, is the most widely accepted approach to adult literacy and adult literacy education in the United States today. Yet a review of the project and its impact reveals that the APL criteria and their resulting objectives, instructional strategies, and programs are insupportable by empirical evidence and detrimental to both individuals and society. The APL's assertion that researchers were able to specify what all groups or subcultures in the United States must be able to do to be labelled functionally competent is suspect. Researchers' norms do not necessarily reflect the goals, needs, skills, and aspirations of adults rejecting traditional middle-class goals. In addition, by ignoring the moral and ethical aspects of adult literacy in their effort to describe a value-neutral situation, the APL project authors actually prescribe a form of literacy education that perpetuates the status quo. Finally, if the APL project is a form of persuasive discourse, it cannot discuss adult literacy from a

position of science and research. The APL project has failed to consider all the available facts concerning the complex nature of adult functional competency. (HOD)

ED 236 706 CS 504 286

Hudson, Heather E.
Satellite Communication and Development: A Reassessment.
PUB DATE- 28 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Communications Satellites; *Media Research; Research Problems; Science History; *Technological Advancement; Technology; Telecommunications
IDENTIFIERS- *Theory Practice Relationship

The potential benefits of satellite communications development have been recognized since the notion of a geostationary "space platform" was proposed by Arthur C. Clarke in 1945. Although there have been examples of developmental applications of satellite technology, the promise has been slow in being fulfilled. The history of the application of this technology for developmental purposes falls into three phases: from Clarke's 1945 proposal until about 1970 may be considered the "conjectural" era; from approximately 1971 until 1977 may be considered the "experimental" era; and the present may be called the "operational" era, as satellite services for developmental purposes are beginning to be offered on commercial satellites. Although this classification suggests a progression, progress, in fact, has been sporadic. To understand why the promise of communication satellites seems to have been delayed, if not denied, a number of factors must be considered: application, the development sector, economics, the telecommunications sector, organization, and politics. By the end of the decade, communications researchers will be better able to determine whether or not the developmental potential of communication satellites has been realized or indeed if it can be realized. In the meantime, researchers can assist planners in applying the lessons learned both from experiences with satellite research to date and from the introduction of other communications innovations. (HTH)

ED 236 722 CS 504 420

Introductory Dramatics Guide for Grade 9. (Revised).
Montgomery County Board of Education, Rockville, Md.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Acting; Aesthetic Education; Class Activities; Communication Skills; *Creativity; *Drama; *Dramatics; *Educational Games; *Evaluation Methods; Grade 9; Oral Interpretation; Pantomime; *Production Techniques; Secondary Education; Teaching Guides; Teaching Methods

Based on the experiences of classroom teachers of theatre, the elective dramatics course described in this guide is designed to enhance ninth grade students' aesthetic awareness, social development, intellectual growth, and technical knowledge. Following a brief course description and overview, the guide presents complete instructions for seven units of study covering (1) theatre games, (2) preproduction tips, (3) pantomime, (4) improvisation, (5) play selection, (6) vocal interpretation, and (7) acting and technical production. Each unit presented contains an overview, performance objectives, suggested activities and procedures, and suggested evaluation techniques. (FL)

ED 236 325   CE 037 326

Reese, Clara C.
Competency-Based Curriculum for Prevocational Exploration. Marine/Fresh Water.
Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- Sep 83
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Boat Operators; Career Choice; Career Development; *Career Education; Competence; Competency Based Education; Educational Resources; Employment Projections; Evaluation Methods; Fisheries; Food; Job Skills; Learning Activities; Lesson Plans; Marine Biology; Marine Technicians; *Occupational Clusters;

*Occupational Information; Oceanography; Seafarers; Secondary Education; State Curriculum Guides; Student Attitudes; Teaching Methods; Work Environment
IDENTIFIERS- *Marine Occupations

This competency-based curriculum is intended to help teachers of prevocational career exploration courses in West Virginia to present information about marine/fresh water occupations. The document is organized into five units: fisheries, life sciences, marine life cultivation, research, and water vehicle operation. Each unit consists of five to 15 lesson plans, each on various occupations in those occupational clusters. In addition, there is an introductory and a culminating lesson for the course. Each lesson plan includes a career information sheet (with a job title, duties, sample employment locations, an employment outlook, education and training requirements, special qualifications needed, earnings and benefits, and working conditions and life-styles), resources and/or materials (such as worksheets and evaluation sheets), learning objectives, learning activities, and evaluation procedures. The curriculum guide is illustrated with cartoon-like drawings. (KC)

ED 236 353 CE 037 399

Schwendau, Mark
Vocational "CAD" Education at the Indian Valley Vocational Center, Sandwich, Illinois.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Oriented Programs; Computer Science Education; *Design; *Drafting; Pacing; Program Descriptions; Secondary Education; Trade and Industrial Education
IDENTIFIERS- *Computer Assisted Design

Indian Valley Vocational Center (IVVC) has implemented the first vocational computer-aided design (CAD) program in the state of Illinois. The CADAPPLE turnkey system is used by students to do drafting problems assigned from their self-paced workbook "CAD-Tutor." A buddy system allows for students to alternate weeks as operators and observers. The CADAPPLE system provides eight primitives (geometric objects) that can be combined into more complex groups, supports five different input modes, and maintains coordinate data to an accuracy of over six digits. Since IVVC's primary objective is to provide entry-level job training, offering CAD instruction is justified. While critics of the CADAPPLE turnkey CAD system have dubbed it a toy because it runs off of an Apple computer, others have said that it provides an inexpensive way of training CAD operators who receive more advanced training on the job. Constant updating of the software shows improvement based on user input. (YLB)

ED 236 466 CG 017 016

Nowaczyk, Ronald H.
Cognitive Skills Needed in Computer Programming.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; College Students; *Computer Science; Higher Education; Locus of Control; Man Machine Systems; *Personality Traits; *Predictor Variables; Problem Solving; *Programing
IDENTIFIERS- Computer Anxiety; *Computer Users

Research directed toward a better understanding of the computer user/computer machine relationship has increased in recent years. To identify what factors may predict success in computer programming, 286 college students from three computer classes (160 from introductory programming; 60 from Cobol programming; and 66 from senior level programming) completed a 30-minute question answering and problem solving test. Cognitive factors (past academic performance and problem solving ability) were assessed through self-reported grades and seven math and logic problems. Personality factors (computer anxiety and locus of control) were assessed by items from the Fennema and Sherman Mathematics Attitude Scale and a modified internal/external (I-E) scale of personal locus of control.

An analysis of the results showed that past academic performance in mathematics and English courses, amount of previous computer experience, expected grade in the course, and performance on selected logic and algebraic-word problems were significantly correlated to course performance. Neither of the personality factors predicted performance, since few students showed any computer anxiety and most showed an internal locus of control. (BL)

ED 236 481 CG 017 031

Tiffany, Phyllis G.
Experienced Control in Pre-Adolescent and Adolescent Age Males and Females.
PUB DATE- 29 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; *Age Differences; Attribution Theory; Behavior Development; Behavior Theories; Developmental Stages; Individual Characteristics; *Individual Power; *Locus of Control; Personal Autonomy; Personality Traits; *Preadolescents; Reference Groups; Secondary Education; *Sex Differences
IDENTIFIERS- Tiffany Experienced Control Scales

Adolescent determination of behavior can be viewed as the result of perceived locus of control. To investigate adolescent perceptions of control in terms of age, loci of control (internal or external), situations (community and home), and direction of control (from or over the environment), 909 adolescents (345 males, 564 females), aged 11-19, were administered the Tiffany Experienced Control Scales (ECS), which rate perceptions of control on a 10-point scale. An analysis of the results showed that adolescents have a nonlinear perception of control in which they perceive control differently from situation to situation and across ages. In addition, adolescent perceptions of loss of control over and from both internal and external forces is unidirectional, i.e., when one goes up or down, so does the other. Males had higher control scores than females at the internal locus, and across all ages males were more volatile than females. Both males and females perceived themselves as having less internal and external control in the community and more control in the home. Females experienced highest control at ages 13 (community) and 19 (home). Males experienced highest control at age 13 (community and home). (BL)

ED 236 513 CG 017 065

Miller, Rowland S.; Miller, Gale A.
Reactions to the Threat of Embarrassment.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Higher Education; Interpersonal Competence; Interpersonal Relationship; Responses; *Self Concept; *Social Behavior; *Social Cognition
IDENTIFIERS- *Embarrassment

Embarrassment is an aversive state which occurs when the public image a person is trying to maintain during an interaction is abruptly discredited. When people are embarrassed, they try to salvage the situation by offering positive information about themselves to restore their endangered identities. To examine responses to the threat of impending embarrassment, undergraduate students (N=40) randomly selected a list of either embarrassing or unembarrassing tasks, which they were to perform in front of a confederate observer. Before performing the tasks the students completed two questionnaires, one in which they described themselves to the observer by ratings on personality adjectives, and one which contained manipulation checks. Analyses of results and self-reports showed that students expected to feel embarrassed when performing the embarrassing tasks. The personality descriptions of themselves which they wrote in anticipation of being embarrassed contained unfavorable items (e.g., grouchy, unapproachable, defensive, selfish) rather than positive items. They presented a negative identity in anticipation of being unable to maintain a positive one. (WAS)

ED 236 546 CS 007 322

Haupt, Edward J.; Jacobowitz, Tina
Retrieval Speed as a Determinant of Adult Reading Comprehension.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; College Students; Computer Assisted Testing; Higher Education; *Listening Comprehension; *Memory; *Reaction Time; *Reading Comprehension; *Reading Research; Recall (Psychology)

More than 100 college students enrolled in a reading and study skills course participated in a study designed to show the effects of retrieval speed on adult reading comprehension. A microcomputer version of the Posner task was used to measure memory retrieval speed, and reading and listening comprehension were measured from McCall-Crabbs paragraphs. Stepwise multiple regression analysis demonstrated that a composite of the reaction time to Perceptually Identical and Name Identical displays accounted for approximately 25% of the residual variance after listening comprehension was used to predict reading comprehension. Automaticity, decoding speed, and general speed measures did not seem to provide alternative explanations of this phenomenon, so retrieval speed was supported as a factor in adult reading comprehension. (Author/FL)

ED 236 593 CS 207 571

Garber, Darrell H.
English, Journalism, Reading. Curriculum Guide for the Language Arts. Grade 7-12. LA-501-82.
New Orleans Public Schools, La.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTIONS- Course Descriptions; Foreign Countries; *Language Arts; Listening Skills; Reading Instruction; Secondary Education; Speech Communication; Speech Curriculum; State Curriculum Guides; Teacher Developed Materials; Writing (Composition)
IDENTIFIERS- PF Project

Reading, writing, and speaking/listening are integrated in this teacher-developed language arts curriculum guide designed for use in grades 7-12. English and reading for middle/junior high school students is designed to develop academic skills as well as to help students make adjustments to the physical and emotional changes they undergo. English I - IV, for students in grades 9-12, are each divided into four nine-week phases, and each phase includes the courses to be offered, methodology notes, reinforcement ideas, and skills to be covered. The emphasis of this guide is on composition as an almost daily activity. Course titles, brief course descriptions, recommended texts, and activities designed to enhance specific skills are listed for each grade level. There are several special sections: (1) supplementary materials, selected from the large body of materials available in language arts, listed by publisher, catalog number, title, intended grade level, and cost; (2) reading electives which attempt to unify language arts by integrating reading with writing, speaking and listening; (3) professional references for both English and reading; (4) yearbook journalism for students interested in writing, organizing, publishing, and selling the yearbook; and (5) a two-semester writing course for potential professional writers. (KC)

ED 236 625 CS 207 888

Clark, Irene Lurkis
Listening to Writing: Implications for Evaluation and Pedagogy.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Analysis; Higher Education; *Holistic Evaluation; *Listening; Listening Skills; Reading Skills; Test Reliability; Test Validity; Writing (Composition); *Writing Evaluation; *Writing Research; Writing Skills

Research studies have pointed to a similarity between reading and listening that may imply that listening to writing is likely to be a useful means of evaluating it. Therefore a study was designed to determine the extent to which holistic scores assigned to student essays by readers correlate with holistic scores assigned to the same essays by listeners. Essays were selected from those written by freshmen at the University of Southern California. At the listening session, each listener was presented with a copy of the essay question and with a rubric used during the original grading system. Once the socialization process associated with holistic scoring was established, each participant was asked to listen to a few essays that had been tape recorded and to evaluate the essays according to the identical criteria used when evaluating by reading. The correlation between listening and reading was discovered to be .764, although the listening scores were at least a point higher in all but five cases. Analysis of the data suggests that some facets of written discourse--in particular, content, structure, and task fulfillment--can be evaluated reliably by listening. Surface areas of discourse such as spelling, mechanics, usage, and diction are more difficult to detect by listening than by reading. (Author/HOD)

ED 236 658 CS 207 933

Sword, Jeane
Criteria for Evaluating Picture Story Books (CEPSB).
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Childrens Literature; *Evaluation Criteria; *Evaluation Methods; *Picture Books; *Reading Material Selection; Teacher Education
IDENTIFIERS- *The Research Instruments Project

Designed to provide teachers in early childhood education and other interested educators with criteria for evaluating the quality of plot, characterization, and style in picture story books, this instrument uses a set of eight criteria for evaluating these literary elements. Each criterion is followed by statements that illustrate different ways an author might fulfill a criterion. Evaluators indicate the degree to which authors have achieved the standard, then rate each criterion on a one to five scale. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (literature), title, author, date, age range (postsecondary through adult), purpose, and physical characteristics.) (HTH)

ED 236 690 CS 207 972

The Newspaper as an Effective Teaching Tool. A Brief Introduction to the Newspaper in Education Concept.

American Newspaper Publishers Association Foundation, Washington, D.C.

PUB DATE- Mar 81

AVAILABLE FROM- American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington, DC 20041 ($1.00, $0.50 each, for quantities of 51 or more).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Class Activities; Content Area Reading; Freedom of Speech; Interdisciplinary Approach; *Newspapers; *Reading Instruction; Remedial Reading; Resource Materials; Secondary Education; Social Studies; *Supplementary Reading Materials; *Teaching Methods; Writing Skills

IDENTIFIERS- *Newspaper in Education Program

Intended to provide readers with a variety of classroom activities using newspapers, this booklet begins with a brief explanation of the Newspaper in Education program. The second chapter discusses the various uses of the newspaper in the school curriculum, giving special consideration to the number of newspapers needed; the "how" of instructional use; teaching about the newspaper; teaching about the role of the press in a free society; the newspaper in developmental reading, remedial reading, and literature; the newspaper for writing skills and grammatical skills; and the newspaper in the social studies, political science, economics, sociology, and other disciplines. The third chapter offers tips for getting started--contacting the newspaper and determining cost, methods of payment, and services provided. The fourth chapter discusses how to evaluate the newspaper's effectiveness in education and the last chapter examines the newspaper as a resource in the classroom. (HOD)

ED 236 311 CE 037 005

McCully, James S., Jr., Comp.
Lesson Plans for Teaching Basic Vocational Agriculture. Section III. Introduction to Soil Management and Classification.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agribusiness; *Agricultural Education; *Agronomy; Behavioral Objectives; Classification; Curriculum Guides; *Land Use; Learning Activities; Lesson Plans; *Locational Skills (Social Studies); Measurement; Secondary Education; *Soil Science; Transparencies; *Vocational Education
IDENTIFIERS- *Area (Geometry)

This publication, one of five sections, was developed for use in first and second year basic agriculture courses in secondary schools in Mississippi. The five lessons focus on the measurement and description of property and the classification of land. The purposes of the lessons are to (1) introduce the units and methods used to measure distance and calculate area; (2) provide information concerning the location of land, using the rectangular survey method for a legal description; (3) develop the student's ability to identify the components and textural class of a soil; (4) provide knowledge of general soil properties and develop the student's ability to estimate these properties in a given soil; and (5) develop the student's ability to classify a soil into standard classes and to designate the highest safe use of that soil. Each lesson uses the same format and consists of an introduction, terminal and specific objectives, instructional procedures (teaching tasks and steps to accomplish each task), learning activities (the instructional materials needed to teach the lesson in a question-and-answer format and transparency masters), supplemental learning activities, a list of supplemental learning aids (reference materials), and a lesson summary. Job sheets, student assignment sheets, and answer sheets are provided. (YLB)

ED 236 339 CE 037 375

Self-Help and Community Education. Courier No. 28.
Asian - South Pacific Bureau of Adult Education.
PUB DATE- Jul 83

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; Case Studies; *Community Education; Community Services; Continuing Education; *Economic Development; Educational Finance; Educational Policy; *Educational Practices; *Individual Development; Nonformal Education; Nontraditional Education; Open Universities; Postsecondary Education; Private Agencies; Program Costs; Program Development; Program Implementation; School Role; Self Actualization; *Self Help Programs; Unions
IDENTIFIERS- Allama Iqbal Open University (Pakistan); Asia; Bangladesh; China; India; Pakistan; South Pacific

This journal consists of eight articles dealing with self-help and community education. Included in the volume are the following articles: "An Uphill Struggle--Self-Help in Bangladesh," by S. Harrison and Judy Saul; "How Not to Help a Local Community: A Case from South India," by Nora Sammut and Maria Theresa; "The High Cost of Manipulating Nongovernmental Organizations," a CENDHRRA Development Memo; "Policies for Adult Education in China," by the International Council for Adult Education Team III; "Trade Unions and Community Service," by Dr. S. C. Dutta; "Adult Education and Development," edited by Dr. Geoff Caldwell; "Allama Iqbal Open University," by Dr. Ahmed Mohuiddin; and "Conceptual Basis of Nonformal Education," by Felicita G. Bernardino and Marcos S. Ramos. (MN)

ED 236 368 CE 037 423

Bendick, Marc, Jr.
Reemploying Dislocated Workers--Five Strategies for Pennsylvania. A Statement before the House of Representatives Committee on

Appropriations, Legislature of the Commonwealth of Pennsylvania.
Urban Inst., Washington, D.C.
PUB DATE- 9 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; Adult Vocational Education; Career Education; *Employment Programs; Employment Services; Job Search Methods; Job Skills; *Job Training; Public Policy; *Retraining; *State Aid; *State Programs; *Unemployment
IDENTIFIERS- *Dislocated Workers

Five strategies have been identified as particularly promising as the most useful ways government can spend money to aid dislocated workers. The mix of income support programs can be enriched for workers who have been unemployed for a long time but who are not permanently dislocated. For most dislocated workers, only limited job searching assistance should be provided to help them to find their own employment. One currently fashionable mode of such assistance is the job club, a temporary alliance of job seekers who meet regularly to provide aid and mutual reinforcement. High school level basic education should be offered to all undereducated, unemployed adults. When providing skill training, it should be targeted on shortage occupations, not on dislocated workers. Already-employed workers with somewhat higher skill levels than most dislocatees can be trained to move into new, emerging occupations and thus create job vacancies dislocated workers could fill. Financial barriers to workers seeking training should be removed. Unemployment compensation should not be withdrawn during participation in training, and financial aid for tuition, fees, and books should be made available. (YLB)

ED 236 382 CE 037 463

Planning for Progress. Evaluating and Planning for Vocational Education in Oregon. Second Edition.

Multnomah County Education Service District, Portland, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- Sep 83

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Characteristics; Community Resources; *Data Collection; Decision Making; *Educational Assessment; Educational Needs; *Educational Planning; Evaluation Criteria; *Evaluation Methods; Guidelines; Information Sources; Leaders Guides; Leadership; Long Range Planning; Meetings; Needs Assessment; Postsecondary Education; Program Development; Program Evaluation; Questionnaires; Records (Forms); School Districts; Secondary Education; State Standards; *Statewide Planning; Surveys; Tables (Data); *Vocational Education
IDENTIFIERS- *Oregon

This guide contains information designed to provide vocational directors and teachers with a process for collecting information to be used in evaluation and planning. The first section of the guide, consisting of information for use in local annual planning, outlines procedures for reviewing community data, evaluating existing programs, assessing external program options, and making decisions pertaining to a new program. Examined next are strategies for use in long-range planning. The final section of the volume is a leader's guide that covers topics such as individuals who should be included in planning, data collection procedures in the planning process, and coordination of planning meetings. Appended to the guide are Oregon standards that apply to vocational education, major sources of information for community data, sample forms and questionnaires, and tables of data pertaining to vocational education in Oregon. (MN)

ED 236 395 CE 037 498

Jones, G. Brian; And Others
Community Collaboration for Improving Career Guidance Programs: It Can Work in Your Community. An Evaluation Monograph.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 300-81-0437
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Agency Cooperation; Career Development; *Career Guidance; Career Planning; Case Studies; Community Action; *Community Cooperation; Community Planning; *Community Programs; Community Resources; Community Support; *Cooperative Planning; *Institutional Cooperation; Postsecondary Education; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation

This monograph was written to motivate and provide initial orientation for community leaders who are committed to seeing that comprehensive career guidance programs are established to serve the career planning and development needs of all citizens. The monograph is divided into two parts. Part A, containing four chapters, gives suggestions for how to plan, implement, and evaluate community collaboration to improve career guidance. Part B presents 10 case studies that illustrate successful community efforts in cooperative programs of career guidance. In part A, chapter 1 reviews the thinking underlying community collaboration and the encouragement provided by federal, state, and local laws and policies. Chapter 2 turns the focus to additional decisions the planning team will face and presents sample strategies for monitoring and evaluating the efforts of the community agencies. Chapter 3 introduces the reader to ways other communities have made the programmatic decisions presented in the previous chapter. The chapter summarizes data on the results of community attempts to implement career guidance collaboration. Chapter 4 includes conclusions and recommendations intended to facilitate community collaboration to improve career guidance for all target populations. Each recommendation is followed by a review of findings that support it and an outline of steps that could be followed to implement it. Part B contains actual case studies summarizing team activities, both by regions and by individual communities for 10 sites (four in the Northeast, one in the South, two in the Midwest, two in the Northwest, and one in the Far West). (KC)

ED 236 452　CG 017 002

Beacham, Herbert C.
Vocational Guidance Competencies for Teachers in CBVE Programs.
Project No. DVE 9-2F21 from July 1, 1978 to June 30, 1980.
Florida A and M Univ., Tallahassee.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTIONS- *Career Guidance; *Competency Based Education; Counselor Role; Counselor Teacher Cooperation; Job Placement; Models; School Counselors; Secondary Education; *Teacher Education; *Teacher Guidance; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Occupational Specialists

This vocational guidance training model is designed for vocational and technical education teachers who need special instruction in order to function effectively as members of vocational guidance teams in schools that have competency-based vocational education programs. The model defines vocational guidance, vocational education, competency-based vocational education, and vocational teacher as the terms are used in the document. The model also suggests the formation of a vocational guidance team consisting of the school guidance counselor, occupational specialist and vocational teacher, and identifies and explains their roles. Five major instructional areas or components include five essential vocational guidance services: personnel assessment, occupational/educational information, vocational counseling, job placement, and follow-up. Each essential vocational guidance service component has a separate list or cluster of subtopics that are related to the major topic. A total of 133 competencies are specified and grouped under the five major competency areas. The procedures used to identify and select the competencies are explained. (Author)

ED 236 497 CG 017 047

McNeer, Ann; And Others
Developmental Discontinuities in Women's Role Model Choice.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Achievement Need; Attitude Measures; College Students; *Females; Higher Education; Identification (Psychology); *Individual Development; *Personality Traits; *Role Models; *Sex Role; Success

The importance of role models for women achieving career success has received increased attention; however, there has been little agreement on a definition of the concept. To determine who college women say their role models are and to determine developmental discontinuities in women's reports of their role models, 377 college women completed two open-ended questionnaires. Analyses of results showed that women's role model choices could be coded into 18 categories. Women predominantly named cross-sex relatives, instructors, and professionals as their role models and models they would like to have in the future. More male models were named when women described themselves currently, rather than when they were younger. Personality characteristics used to describe role models were "masculine" in nature, centering around traits of competence, intelligence, and ambition. Women reported that gender was not an important characteristic of role models. Although they said they could live without a same-sex role model, many women reported that they would like a female role model, especially to help them in their personal versus professional career decisions. (JAC)

ED 236 530 CS 007 131

Allen, Steve
How To Enjoy the Classics. Power of the Printed Word.
International Paper Co., New York, NY.
PUB DATE- 80
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept. 7, P.O. Box 900, Elmsford, New York 10523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Books; Guidelines; *Literature; *Literature Appreciation; *Reading Strategies
IDENTIFIERS- *Classics; PF Project

A classic is a book that gives the exhilarating feeling that a part of life finally has been uncovered. It is a book that has stood the test of time, that people keep reaching for throughout the ages for its special enlightenment. Here are some suggestions to help open up the world of the classics: (1) know if what is being read is a novel, a drama, a biography, or a history; (2) don't read in bed (classics can be tough going); (3) don't be thrown by a lot of characters; (4) give the author a chance and don't give up on the book too soon; (5) read in big bites; (6) read what the author read; (7) read about the author's time; (8) read about the author's life; and (9) read the book again. The following are a few classics worth trying: Homer's "Iliad" and "Odyssey"; Rabelais's "Gargantua and Pantagruel"; Geoffrey Chaucer's "Canterbury Tales"; Cervantes's "Don Quixote"; Shakespeare's plays, especially "Hamlet," "Macbeth," and "Romeo and Juliet"; Charles Dickens's "Pickwick Papers"; and Mark Twain's "Huckleberry Finn." (DC)

ED 236 610 CS 207 639

Sherer, Michael D.
Your Photos Or Mine: An Examination of the Laws Governing Warranted Searches and Subpoenas for the Photojournalist's Work Product.
PUB DATE- 7 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Civil Liberties; *Court Litigation; Freedom of Speech; *Government Role; *Newspapers; *News Reporting; *Photographs; *Search and Seizure
IDENTIFIERS- *Photojournalism

Noting that there are no easy answers when a photojournalist is subjected to a legal request for his or her work products from governmental officials, this paper examines how state and federal laws and court decisions have both enhanced and inhibited a photojournalist's right to protect negatives, photographs, films, and videotapes from government requests. The first section of the paper discusses warranted searches for news photographs, First Amendment protections against newsroom searches, shield law protection against searches, and statutory protection against newsroom searches. The second section discusses the subpoena of news photography by governmental officials. Specific topics covered include the Supreme Court's commentary in "Branzburg v. Hayes," Court decisions rejecting First Amendment protection, statutory protection for confidential information, and the limits of state shield laws. The paper concludes that while no newsroom or darkroom is likely to be the object of a warranted search, photojournalists should be aware of the possible exceptions to the general prohibition on warranted searches. (FL)

ED 236 723 CS 504 421

Jiji, Vera M., Ed.

A Sourcebook of Interdisciplinary Materials in American Drama: J. K. Paulding, "The Lion of the West." Showcasing American Drama.

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 83

AVAILABLE FROM- Multimedia Studies in American Drama, Brooklyn College, Bedford Ave. and Ave. H, Brooklyn, NY 11210 ($2.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- American Studies; *Drama; Higher Education; Integrated Activities; Interdisciplinary Approach; *Literary History; *Literature Appreciation; Research Skills; *Resource Materials; Secondary Education; *United States History; *United States Literature

IDENTIFIERS- *Lion of the West (Drama); Paulding (James K)

Prepared as part of a project aimed at redressing the neglect of American drama in college and secondary school programs in drama, American literature, and American studies, this booklet provides primary and secondary source materials to assist teachers and students in the study of James K. Paulding's nineteenth century comedy, "The Lion of the West." The first part of the booklet contains (1) a discussion of the Yankee theatre, plays written around a character embodying uniquely American characteristics and featuring specialist American actors; (2) a review of the genesis of the play; (3) its production history; (4) plot summaries of its various versions; (5) its early reviews; (6) biographies of actors appearing in various productions; and (7) a discussion of acting in period plays. The second part of the booklet deals with the real people depicted in the play, specifically Davy Crockett and Mrs. Frances Trollope. In addition, this section discusses the place of the play in American literary history and offers questions to promote class discussion. (FL)

ED 236 354 CE 037 400

Hobson, Arthur T., Ed.
Guidelines and Quality Indicators for Vocational Education in California.
Association of California School Administrators.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Access to Education; Advisory Committees; Articulation (Education); Cooperative Programs; Counseling Services; Curriculum; Educational Equipment; Educational Facilities; Educational Finance; Educational Planning; *Educational Policy; *Educational Practices; *Educational Quality; Equal Education; Financial Support; Guidelines; *Program Effectiveness; Program Evaluation; School Counseling; Special Education; Student Organizations; *Vocational Education; Work Experience Programs
IDENTIFIERS- *California; Special Needs Students

These guidelines and quality indicators are designed to help providers of vocational programs and services in California to identify policies, procedures, and practices that are exemplary or that might be improved. Addressed in the individual sections of the guide are the following topics: planning; fiscal resources; facilities, equipment, and materials; advisory committees; curriculum; vocational student organizations; staff; special needs; guidance services; equal access; articulation; cooperative vocational education; work experience education; and evaluation. Each section contains one or more general area guidelines, quality indicators, a section summary, and an action plan. (MN)

ED 236 423 CE 037 623

Bagger Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Disabilities; *Distributive Education; Job Performance; Job Skills; Occupational Tests; Prevocational Education; Sales Occupations; Scoring; Secondary Education; *Service Occupations; Testing; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; *Work Sample Tests
IDENTIFIERS- *Baggers

This manual contains a work sample intended to assess a handicapped student's interest in and to screen interested students into a training program in Distributive Education I. (The course is based on the entry level of a bagger job.) Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. Section 3, on administration, provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. This section also contains instructions for task procedures actions to be taken, as well as post sample interview topics. Section 4 explains the method of scoring and provides forms.

Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance, a materials list (equipment, source, price), and assembly instructions. Section 7 cites references. An appendix defines terms. (YLB)

An Annotated Bibliography for Occupational Exploration Programs in the State of Texas.

North Texas State Univ., Denton. Coll. of Education.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 81
CONTRACT- 11230048
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Audiovisual Aids; *Career Exploration; Career Guidance; Instructional Materials; *Occupational Clusters; Secondary Education; Simulation
IDENTIFIERS- PF Project

Three hundred twenty-five entries describing curricula, simulation explorations, reference sources, audiovisual materials, and professional materials for educators are briefly annotated. While written specifically to aid teachers of occupational exploration in identifying instructional materials for their programs, this bibliography is intended to be helpful to anyone seeking instructional materials for secondary vocational or career education courses. The entries are organized into eleven major sections with each section further divided into the three subsections of curricula and simulations, printed materials, and audiovisuals. Ten sections cover the following career clusters: (1) business and office; (2) communications and media; (3) construction; (4) environment; (5) health; (6) hospitality and recreation; (7) marketing and distribution; (8) personal services; (9) public services; and (10) transportation. The last section contains entries which are appropriate for instruction in all ten career clusters. Also included in this last general section are entries related to the professional development of teachers in areas such as sex equity, classroom management, and strategies for the teaching of the handicapped and disadvantaged. Instructions for reading the entries and for ordering listed items from commercial suppliers, the U.S. Government Printing Office, and ERIC are provided. The appendices

include the addresses of the suppliers and list of institutions with ERIC collections. (JW)

Bauer, Barbara G.
Bulimia: A Model for Group Therapy.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Body Image; College Students; *Counseling Effectiveness; Depression (Psychology); Eating Habits; Females; *Group Counseling; Higher Education; *Personality Problems; *Personality Traits; Program Descriptions; *Program Effectiveness; Psychological Patterns; Self Concept; Self Esteem
IDENTIFIERS- *Bulimia

Bulimia, an eating disorder characterized by binge eating followed by purging and intense feelings of guilt and failure, is increasing among young women. The eating behavior is only a symptom of more complex underlying problems such as feelings of inadequacy, social isolation, depression, rigid thinking, self-defeating thoughts, and perfectionism. In order to investigate the effects of group therapy on bulimic women, 14 bulimic college students participated in one of two weekly counseling groups. The first group met for two semesters, while the second group met for the second semester only. The counseling sessions were led by a group facilitator who guided discussion toward dealing with the intensity that drives the eating behavior rather than dwelling on eating habits. Individual counseling was also available to all participants, and especially for those struggling with serious depression. Two recurrent themes in the group sessions were that of becoming the "responsible child" in the family at an early age and the feeling of having been let down by parents at a critical time. Successful therapeutic interventions included recognizing rigid thinking patterns, giving up control to get control, alternative coping skills to reduce tension, and recognizing and avoiding stress patterns that develop with premature "recovery". Based on data collected on the Eating Attitudes Test (EAT) and self-reports, most members of the longer running group reduced their binge eating behavior and changed their eating attitudes. In the shorter running group the number of binges per week decreased but the EAT scores remained constant. (BL)

ED 236 514 CG 017 066

Mueller, John H.; And Others
Distinguishing Me from Thee.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Processes; *Individual Characteristics; *Personality Traits; Recall (Psychology); *Self Concept; *Self Evaluation (Individuals)
IDENTIFIERS- *Self Definition

Trait adjectives which people use to describe themselves will have features both unique to the individual and shared with or common to many people. To examine the uniqueness of descriptors of one's self, and how unique descriptors might be organized in memory, subjects (N=40) made self-descriptiveness and other-descriptiveness ratings for the same set of 120 trait adjectives representing three levels of likability. Uniquely descriptive items took longer for self-descriptiveness decisions than for items that were descriptive of both self and other. Although unique features may be generated as descriptive of one's self, it appears they are accessed more slowly. This result is more consistent with a view that sees trait distinctiveness as computed rather than prestored. In terms of endorsement, uniquely descriptive items showed minimal likability effects, whereas likable items were predominantly seen as descriptive of both self and other and unlikable items were rejected as mutually nondescriptive. Recall differences among the subtypes of items were not pronounced overall, though there was some variation by likability level. (Author/WAS)

ED 236 547 CS 007 325

Jose, Paul E.; Brewer, William F.
The Development of Story Liking: Character Identification, Suspense, and Outcome Resolution. Technical Report No. 291.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Affective Measures; Age Differences; Characterization; Childrens Literature; *Developmental Stages; Elementary Education; *Identification (Psychology); *Literature Appreciation; Models; *Reader Response; Reading Attitudes; *Reading Interests; *Reading Research
IDENTIFIERS- Suspense Stories

To examine the effect of structural factors on the development of story appreciation, a developmental model of story liking for suspense stories was tested by having second, fourth, and sixth grade children rate suspense stories on 10 affective scales. Specifically, the model predicted that (1) reader identification would increase with greater perceived similarity between character and reader, (2) increased identification would lead to greater suspense, (3) liking of outcome would be a joint function of character valence and outcome valence, and (4) overall liking of story would increase with greater identification, greater suspense, and greater liking of outcome. Results revealed four causal links that operated in the appraisal process of evaluating a story. First, similarity was found to be a major basis for identifying with a character. Second, sympathetic caring for a strong character caused suspense when the character faced a significant consequence. Third, liking of the story's outcome was determined by resolution of suspense by a positive ending for young children and by the "just world" ending for older children. Fourth, overall liking of a story was found to be caused by identification with the story character, suspense, and liking of outcome. A strong developmental trend in evaluations of story endings was also found: young children preferred positive outcomes regardless of the valence of the character, but older children liked positive endings for good characters and negative endings for bad characters. (HOD)

ED 236 562 CS 007 349

Thomas, James L., Ed.; Loring, Ruth M., Ed.
Motivating Children and Young Adults to Read--2.
REPORT NO.- ISBN-0-89774-046-7
PUB DATE- 83
AVAILABLE FROM- The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004 ($22.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Attitude Change; Creativity; Elementary Secondary Education; Learning Activities; *Library Role; Literature Appreciation; *Motivation Techniques; Parent Role; Program Evaluation; *Reading Attitudes; Reading Games; *Reading Instruction; *Reading Interests; Reading Processes; Reading Programs; Reading Research; Recreational Reading; Remedial Reading; *Student Motivation; Teaching Methods
IDENTIFIERS- *Reluctant Readers

Intended for teachers, librarians, and reading specialisits, the articles in this collection of essays address the problem of how to determine, capture, and then maintain children's interest in the reading process. Preceded by biographical information on the contributors and a brief introduction, the essays have been placed into one of four major sections. The first section deals with student attitudes and interests and includes assessment techniques for discovering individual factors stimulating the desire to read. The second section, on methodology, addresses motivational techniques from both theoretical and practical perspectives while the third section covers overall strategies for organizing, implementing, and evaluating reading programs. Finally, the fourth section presents articles relating to individual or group activities offering specific suggestions for motivating students to read. The volume concludes with a selective, annotated bibliography of

materials for additional reference. (HTH)

ED 236 577 CS 007 367

Heerman, Charles E.
Effects of Two Comprehension Treatments in a College Reading Laboratory.
PUB DATE- 22 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Critical Thinking; *Developmental Programs; Higher Education; *Instructional Materials; Media Selection; Program Effectiveness; Program Evaluation; Reading Attitudes; Reading Centers; *Reading Comprehension; Reading Instruction; *Reading Programs; *Reading Research; Teaching Methods; Vocabulary Skills

To compare the effects of two different comprehension treatments on the reading of university students enrolled in a developmental reading laboratory, 74 students were administered pretests measuring reading achievement and reading attitudes and were given five weeks of instruction in text organizing strategies and vocabulary development. After receiving a critical thinking pretest, students were randomly assigned to one of two comprehension treatment groups. The first group used T. G. Thurstone's Reading for Understanding Program, kits 2 and 3, which emphasizes inferencing skill, while the second group used the Jamestown Comprehension Skill Series, which depicts reading comprehension as subsystems of nine skills. When the comprehension treatments ended in the twelfth week of the study, the students were administered posttests measuring reading achievement, critical thinking ability, and reading attitudes. Test results indicated that the two commercial programs were equally effective in improving student reading ability and related skills. (HOD)

ED 236 642 CS 207 917

Alparaque, Idrenne; Fagan, William T.
Assessment of Instructional Terms (AIT).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Child Language; Classroom Communication; *Language Arts; *Language Skills; Language Usage; Measures (Individuals); Primary Education; *Vocabulary Skills
IDENTIFIERS- *Instructional Terms; *The Research Instruments Project

Designed to grade children's knowledge of commonly used instructional terms in a particular language arts program, the AIT consists of a verbal part and a situational part. Each part assesses the same commonly used instructional terms: word, begin, letter, name, makes sense, beginning sounds, print, trace, capital letter, rhyme, period, stands for. In the situational task the terms are assessed in a worksheet format and the child is required to find an example in a functional situation. The verbal part consists of three questions for each term: a general question asking for a definition, a question concerning the use of the term, and a request for an example. The responses to the second and third questions in the verbal part may be analyzed statistically and compared to the response for the situational tasks. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading/language arts), title, author, date, age range (primary grades), purpose, and physical characteristics.) (HTH)

ED 236 659 CS 207 934

Sticht, Thomas G.; And Others
Manual for the Administration and Interpretation of the Literacy Assessment Battery (LAB). Technical Memorandum 82-4.
Human Resources Research Organization, Alexandria, Va.

SPONS. AGENCY- Office of the Assistant Secretary of Defense for Manpower, Reserve Affairs and Logistics (DOD), Washington, DC.
PUB DATE- Apr 82
CONTRACT- MDA903-80-C-0588
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adults; Decoding (Reading); Elementary Secondary Education; *Evaluation Methods; *Listening Skills; *Literacy; Norm Referenced Tests; Paragraphs; Postsecondary Education; *Reading Skills; Vocabulary Skills
IDENTIFIERS- *The Research Instruments Project

Designed to provide information about people's listening and reading skills, this battery of tests provides information about how well an individual or group listens or reads in comparison to the young adult population used as a norm for this assessment battery. The battery was developed for use with youth and adult populations at or above 10 years of age (grade five or above) and consists of three subtests: a paragraph test, a vocabulary test, and a decoding test. Research indicates that the LAB may be particularly useful in middle and secondary school remedial literacy programs and in developmental studies programs. It has also been developed to assess the likelihood that a population of unskilled readers will be able to learn and perform military jobs. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (intermediate through postsecondary and adult), purpose, and physical characteristics.) (HTH)

ED 236 675 CS 207 951

Nugent, Susan Monroe; Nugent, Harold E.
Teaching Critical Thinking: Protocols in the Classroom.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Class Activities; Classroom Communication; *Critical Thinking; Group Activities; Higher Education; *Oral Language; *Problem Solving; Reading Skills; Skill Development; *Teaching Methods
IDENTIFIERS- *Protocol Analysis

The use of protocols--oral verbalizations of the problem solving process--in a critical thinking and problem solving class offers a number of advantages to students and teachers alike. Protocols help students (1) learn to read problems carefully; (2) focus on the important characteristics of specific problems; (3) slow down their problem-solving methods and break problems into manageable parts; (4) identify, practice, and evaluate problem-solving strategies; and (5) experience peer support in nonthreatening, process-oriented situations. After students have practiced with relatively simple, structured problems, they can use protocols in a wide variety of complex reading and writing activities involving analysis, synthesis, or persuasion. Protocols also provide teachers with a helpful diagnostic tool. They offer insight into the problem solving process, help teachers identify strengths and weaknesses in students' problem solving processes, and indicate where to intervene in students' problem solving efforts. (MM)

ED 236 707 CS 504 302

Abbott, Jeanne
Exemption 6: Privacy under the Freedom of Information Act.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-476
PUB DATE- Jun 83
AVAILABLE FROM- Freedom of Information Center, Box 858, Columbia, MO 65205 ($1.00, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Confidentiality; *Court Litigation; *Disclosure; *Federal Legislation; Freedom of Speech; Information Dissemination; Information Sources; Newspapers; *News Reporting; Privacy
IDENTIFIERS- Department of State; *Freedom of Information Act; Washington Post

In 1979, "The Washington Post" brought suit against the State Department to compel the release of certain passport information under the Freedom of Information Act (FOIA). The State Department had refused release under the "similar files" clause of the Act's Exemption 6, stating that release would be an invasion of privacy. In trying to develop a workable standard for applying this ambiguous phrase, courts have applied a series of tests to determine what kind of information can be released without invading individual privacy: if a record were not a personnel or medical file or one that could be designated "similar file," it generally could be released without further consideration. The "Post" maintained that "similar files" pertained only to files that, like personnel and medical files, contained intimate details about a person's life. The State Department argued that passport documents were "similar files" because they contained identifiable facts about the specific individuals, the release of which would expose them to danger. In 1982, the Supreme Court ruled in favor of the State Department, stating that passport files contained much of the same information exempting a medical or personnel file. The Court decided that Congress had intended to include "intimate" or "personal" records

under the rubric of "similar files." (HTH)

ED 236 326 CE 037 328

Kazemek, Francis E.
Epistemology and Adult Literacy: An Experientialist, Pragmatic Perspective.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; *Adult Literacy; *Cultural Influences; *Epistemology; *Existentialism; *Experience; Metaphors; *Social Influences
IDENTIFIERS- *Pragmatism

One general theory of knowledge supports a transactional perspective that defines literacy as relative and context-dependent. Exploration of this theory can begin by examining the relationship between metaphor and knowing, focusing on the underlying metaphorical nature of knowledge. If the constructionist, experiential, metaphoric account of knowledge and truth is accepted, then contention that such things as universal knowledge and truth exist must be seriously questioned. Kohlberg and Mayer, Lakoff and Johnson, and Carl Rogers offer three epistemological approaches that attempt to bridge the gulf between subjective and objective knowing and that acknowledge the nonuniversal nature of knowledge and truth. Their perspectives have much in common with those of the pragmatic philosophers. The pragmatic epistemology as expressed by Dewey, Mead, and Hook is an interactionist one. An exploration of the relationship between the experiential, pragmatic theory of knowledge and adult literacy leads to the contention that any attempt to understand adult literacy must consider all the perspectives of different communities and subcultures toward the functions and uses of literacy and ultimately the very specific perspective of the adult who functions within a specific community at any particular point in time. (Author/YLB)

ED 236 409 CE 037 562

The Emergency Vietnam Veterans Jobs Training Act of 1983. Hearings before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 19 Apr 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Disabilities; *Educational Legislation; Educational Needs; Emergency Programs; Employment Programs; Federal Aid; *Federal Legislation; Financial Needs; Government Role; Hearings; Individual Needs; *Job Training; Needs Assessment; Policy Formation; Postsecondary Education; Public Policy; Student Financial Aid; Unemployment; Veterans; *Veterans Education; *Vocational Rehabilitation

IDENTIFIERS- Congress 98th; Proposed Legislation; *Vietnam Veterans

These Congressional hearings contain testimony pertinent to the passage of the Emergency Vietnam Veterans Jobs Training Act of 1983, a bill authorizing a two-year emergency job training program for Vietnam veterans. Included among those agencies and organizations represented at the hearings were the following: the National Association of State Approving Agencies, the Paralyzed Veterans of America, the Disabled American Veterans, the American Legion, the

Veterans of Foreign Wars, the Department of Labor, AMVETS, the Vocational Rehabilitation and Counseling Service, and the Vietnam Veterans of America. The text of the bill is provided in the hearings. (MN)

ED 236 482 CG 017 032

Tiffany, Phyllis, G.; Dey, Kay
Control and the Aged: Environmental or Personality Factors.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Development; *Aging (Individuals); *Attribution Theory; Gerontology; Individual Characteristics; *Individual Power; *Locus of Control; Middle Aged Adults; Older Adults; *Personality Traits
IDENTIFIERS- Minnesota Multiphasic Personality Inventory; Tiffany Experienced Control Scales

Control over self, lifestyle, and environment is a major factor in how one ages. To investigate how age acts as an environmental force in affecting perceptions of control, 45 adults, aged 60-80, from western Kansas were administered the Wechsler Adult Intelligence Scale (WAIS), the Tiffany Experienced Control Scales (ECS), the Minnesota Multiphasic Personality Inventory (MMPI), and the Personal Mental Health Data Form for Older People. Subjects were divided into three groups according to living situations (residential facility, community residence with family members, economically independent community residence apart from family). The ECS measured control in terms of direction (from or over the environment) and situations (work, school, sex, community, home, other people, and in general). An analysis of the results of the MMPI and the ECS showed that a clear relationship existed between the neurotic triad of the MMPI (psychopathic deviance, schizophrenia, psychasthenia) and the experience of control from the environment. Subjects who scored high on the hypochondriasis, depression, and conversion hysteria subscales of the MMPI also experienced high control from the environment; low incidence subjects experienced more control over the environment. Further research with larger subject pools is recommended. (BL)

ED 236 594 CS 207 572

Carter, Candy
Great Scenes From Shakespeare: An Introduction to the Bard.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *English Literature; Learning Activities; *Literature Appreciation; *Renaissance Literature; Secondary Education; Units of Study
IDENTIFIERS- PF Project; *Shakespeare (William)

An introductory unit on Shakespeare suitable for grades 8-10 is described. (The unit is intended for use with "A Visual Guide to Shakespeare's Life and Times" (Washington Square Press) and "Kings, Lovers, and Fools" (Scholastic). Activities include a 3-page study guide on Shakespeare's life and times; a chart for recording the main characters, problems, conflicts, and endings of 10 major Shakespeare plays; scene performances; and a culminating quiz. Students are also involved in performing major scenes from, among others, "As You Like It," "Macbeth," "Hamlet," "Romeo and Juliet," and "The Taming of the Shrew." (LP)

ED 236 626 CS 207 897

Sherer, Michael D.
Photographic Invasion of Privacy: An Old Concept with New Meaning.
PUB DATE- 30 May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Civil Liberties; *Court Litigation; Federal Courts; *Freedom of Speech; Journalism; *News Media; News Reporting; *Photography; *Privacy
IDENTIFIERS- First Amendment; *Photojournalism

The individual's right to privacy has evolved into a concept that can affect photojournalists' newsgathering efforts in nearly every state in the nation. In addition to the many states that have recognized the right of privacy through common or statutory laws, the United States Supreme Court has dealt with the issue of an invasion of privacy by the press in four cases. In these cases, the court has attempted to balance public interest with individuals' right to privacy by adopting a malice standard limiting the application of the First Amendment. Generally, the court holds that people's privacy has not been invaded if (1) they are public figures or public participants, (2) they are in a public place or newsworthy situation, (3) photographing methods have not been clandestine or offensive, (4) direct or implied consent to photograph has been given, (5) the photographers have not been found to have acted with malice toward their subjects, (6) a logical connection exists between a newsworthy article and the accompanying photographs, and (7) the photographs have not been published. (MM)

ED 236 691 CS 207 973

Piper, Karen L.
Beyond Basic Skills: Using the Microcomputer to Extend Basic Skills Instruction in the Language Arts.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Elementary Secondary Education; Feedback; *Language Arts; *Microcomputers; Reading Instruction; Student Motivation; *Word Processing; *Writing Instruction

Microcomputer technology can assist students in two important phases of basic skills instruction--acquisition and application. Providing interactive practice with immediate feedback in a way that most students find motivating, microcomputers can help students build a solid foundation in such basic skills as punctuation use. In addition, word processing software offers students a holistic method of implementing basic language arts skills instruction. When used with the language experience approach to teaching reading, for example, microcomputers can easily record, store, and print student stories. Both increasing student awareness of the manipulative quality of language and facilitating revision, microcomputers can be used in creative or structured writing activities and instruction in writing technique. Word processing programs can guide sentence combining activities. Although an effective instructional tool, microcomputers can neither teach nor evaluate writing content--teachers and students must work on that together. When selecting word processing programs, teachers should consider the clarity of instructions, the availability of directions, and the functions performed, such as making additions, deletions, insertions, word searches, and text movements. (A list of word processing programs, with their publishers' addresses and machines used are appended.) (MM)

ED 236 340 CE 037 379

Williamson, Bert; Samuels, Sally
Developing a Curriculum for a Word Processing Certificate. Final Report.
Skagit Valley Coll., Mount Vernon, Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Certification; Clerical Occupations; Course Content; Course Descriptions; Curriculum Development; *Job Skills; *Occupational Information; Salaries; State Curriculum Guides; Two Year Colleges; *Word Processing
IDENTIFIERS- *Washington

This project was conducted to develop a word processing certificate program for community colleges in Washington, using existing courses within their business departments. Following a review of literature and of other curriculum materials, course objectives were developed, and outlines of the course were written. The program was evaluated and approved by several on-campus professionals, by professionals in industry, as well as other professionals, and was to be implemented during the 1982-83 school year. Completion of the program will lead to a certificate in word processing or to an associate degree with a major in word processing. (The report contains catalog descriptions of the program, course outlines and handouts, and resources. Also included are job titles, salaries, and job descriptions for word processing personnel.) (KC)

ED 236 369 CE 037 424

Bendick, Marc, Jr.
Dislocated Workers and Midcareer Retraining in Other Industrial Nations.
Urban Inst., Washington, D.C.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Adult Vocational Education; Career Education; *Developed Nations; *Employment Programs; *Employment Services; Foreign Countries; Job Training; *National Programs; *Retraining; *Unemployment
IDENTIFIERS- Canada; *Dislocated Workers; France; Sweden

Market-oriented industrial nations other than the United States have experienced rapid structural changes in their economies and reemployment problems among dislocated midcareer workers. The Swedish active labor market approach is a socialized one. This system has been criticized for excessive reliance on microeconomic labor market programs to address unemployment problems to the neglect of macroeconomic approaches. In Canada, the Manpower Consultative Service, an agency of the national government, exists specifically to deliver temporary worker adjustment assistance to communities undergoing economic crisis. Essential elements of this system include mandatory advanced notice of massive layoffs or plant closures, economic development as a major part of its approach to aiding communities, serving of the needs of disadvantaged individuals through the same agency serving the mainstream work force, and assistance with job searching and placement. The French Further Vocational Training System obligates employers to make annual contributions to the financing of training courses. Targeting would overcome the difficulty of disproportionate funding for nonblue-collar workers. The degree of similarity of social, cultural, and institutional backgrounds between Canada and the United States makes Canada the most likely base for providing a program idea to transfer relatively intact to the United States. (YLB)

ED 236 383 CE 037 471

Direct Curriculum Development. Module LT-B-1 of Category B--Instructional Management. Competency-Based Vocational Education Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-132-9
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; *Administrator Responsibility; *Administrator Role; Articulation (Education); Competence; Competency Based Education; *Curriculum Development; *Educational Planning; Higher Education; Independent Study; Inservice Education; Learning Activities; Learning Modules; Management Development; Occupational Information; Programed Instructional Materials; School Community Relationship; *Vocational Education

This module, one in a series of competency-based administrator education learning packages, focuses on specific professional competencies needed by vocational education administrators. The competencies upon which these modules are based were identified and verified through research as being important to the success of local administrators of vocational education at the secondary or postsecondary levels. The materials are designed for use by administrators or prospective administrators working individually or in groups under the direction of a resource person. This module is designed to provide the vocational education administrator with the skills needed to direct the curriculum development process in such a way as to ensure a responsive, articulated vocational program geared to the employment needs of both its students and the community it serves. This module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for each experience and a brief description of what the learning experience involves. Prerequisites and resources are suggested. The final learning experience requires the student/administrator to demonstrate an actual administrative situation in which curriculum development can be directed to the satisfaction of a resource person who is assessing competence in the situation. (KC)

ED 236 498 CG 017 049

Kardes, Frank R.; And Others
The Valence Bias and Ambiguity in Interpersonal Communication.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Ambiguity; College Students; *Feedback; Higher Education; *Interpersonal Communication; Overt Response; *Social Behavior; Verbal Communication

People are generally reluctant to transmit bad news to others. To examine this reluctance, college students (N=96) were randomly assigned to two conditions (i.e., assistant or confederate subject). Assistants administered a "psychological inventory" to confederate subjects. Student assistants believed the subject had previously taken one inventory and had either done well or poorly. Further, students believed the previous test results were either valid (low ambiguity) or of questionable validity (high ambiguity). The confederate then requested feedback from the assistant and their responses were recorded. Analyses of results showed that the students transmitted positive information more readily than negative information, and that they spoke more in high-ambiguous rather than low-ambiguous conditions. Research varying task importance is needed. (WAS)

ED 236 531 CS 007 132

Glaser, Ann; Stanton, Sharon
Zoom into Pre-School Story Hour.
Ontario-Montclair School District, Ontario, Calif.
PUB DATE- 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cross Age Teaching; Junior High Schools; Learning Activities; Library Role; Parent School Relationship; Peer Teaching; Preschool Education; Program Descriptions; *Reading Aloud to Others; Reading Attitudes; Reading Difficulties; Reading Improvement; *Reading Programs; Remedial Reading; *Story Reading
IDENTIFIERS- California Demonstration Reading Program; PF Project; *Reading Motivation

A low-cost reading program at De Anza Junior High School, Ontario, California, designed to motivate reluctant junior high school readers and to develop an early interest in books in preschool children is described. A background history of the Preschool Story Hour is given and sources of books are suggested. Junior high students who may be reluctant readers, remedial readers, gifted readers, low-achieving students, super-achievers, mono-lingual Spanish speakers, and/or bilingual readers read to preschool children to become more effective readers and to learn how to interact with preschool children. Eight guidelines for readers and three finger plays are included. The role of librarians and parents in the program and the benefits to both student readers and preschoolers are described. A step-by-step guide to implementing such a program is provided, followed by a sample program announcement, parent questionnaire (in both Spanish and English), and a bibliography of 17 paperback booklets for use with parents in parent education sessions. (LH)

ED 236 611 CS 207 669

Ettema, James S.
Information Equity and Information Technology: Some Preliminary Findings from a Videotex Field Trial.
SPONS. AGENCY- National Science Foundation. Washington, D.C. Div. of Information Science and Technology.
PUB DATE- Aug 83
GRANT- IST-8212164
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Banking; *Communications; Cost Effectiveness; Farmers; Home Programs; *Media Research; Online Systems; Program Effectiveness; Technological Advancement; *Use Studies; *Videotex
IDENTIFIERS- *Media Use; *User Benefits

A study was conducted to determine who, within a target user group, used and benefitted from a videotex system. The subjects were large-scale farmers who agreed to have videotex terminals installed in their homes to receive a wide range of informational and commercial transaction services provided by a bank holding company. At the end of an eight-month trial period, the users received questionnaires that elicited information about the benefits of the system. Demographic data were also collected. Analysis of the 139 responses revealed a number of findings, among them that demographic and other factors studied did not powerfully determine benefits. Age made a difference in who received the business-oriented benefits, and income and innovations adopted also made a difference for certain benefits. A negative and significant correlation between communication behaviors, particularly newspaper use, and various benefits suggested that the system filled a niche not occupied by other media. Analysis also revealed positive relationships between self-reported information needs and certain benefit indicators. (Extensive tables of data are appended.) (FL)

ED 236 724 CS 504 422

Jiji, Vera, Ed.
A Sourcebook of Interdisciplinary Materials in American Drama: George Aiken, "Uncle Tom's Cabin" (1852). Showcasing American Drama.
City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 83
AVAILABLE FROM- Multimedia Studies in American Drama, Brooklyn College, Bedford Ave. and Ave. H, Brooklyn, NY 11210 ($4.50).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- American Studies; *Drama; Higher Education; Integrated Activities; Interdisciplinary Approach; *Literary History; *Literature Appreciation; Research Skills; *Resource Materials; Secondary Education; *United States History; *United States Literature
IDENTIFIERS- Aiken (George L); Stowe (Harriet Beecher); *Uncle Toms Cabin

Prepared as part of a project aimed at redressing the neglect of American drama in college and secondary school programs of drama, American literature, and American studies, this booklet provides primary and secondary source materials to assist teachers and students in the study of George L. Aiken's dramatic adaptation of Harriet Beecher Stowe's "Uncle Tom's Cabin." Materials in the first part of the booklet deal with literary and theatrical considerations and discuss (1) the popular sentiments of the novel and play, (2) Tom as the black maternal Christ, (3) nineteenth century staging of the play, (4) the play as melodrama, (5) the play as drama, and (6) a variant version of the auction scene. Materials in the second section cover cultural, societal, and historical considerations and place the play in an historical perspective; provide a case against it; and offer a view of a similar play, "The Escape or a Leap for Freedom," by William Wells Brown. The third section contains selections from primary source materials, including critical commentary on the validity of the picture of slavery offered in the play and novel. Questions for study are included in the appendixes. (FL)

ED 236 312 CE 037 036

Shak Wai Han, Therese

Administrative Arrangements and a Curriculum for a University Training Programme for Adult Educators in Hong Kong.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Education; *Adult Educators; *Curriculum Development; Feasibility Studies; Higher Education; *Needs Assessment; Preservice Teacher Education; *Program Development; Program Evaluation; *Teacher Education; Universities
IDENTIFIERS- *Hong Kong

The feasibility of introducing a university training program for adult education in Hong Kong was investigated. A system approach to needs assessment was developed based on six steps: (1) identify problems based on needs, (2) determine a solution and identify alternatives, (3) select solution strategies from among alternatives, (4) develop the curriculum for the training program, (5) suggest administrative arrangements for implementation of the training program, and (6) recommend actions for program evaluation. The identification of problems was based on information from Hong Kong educational situations, British and Canadian universities, consultative groups, and related literature. Statistics showed a need for adult educators but not for regular and systematic training programs in Hong Kong. The university was indicated as the best place to train administrators and specialists who could, in turn, train volunteers and part-time teachers. Introduction of some basic courses in the existing Certificate in Education and Advanced Diploma in Education program appeared more favorable than introduction of a new program titled Certificate in Adult Education. Detailed curricula were developed for program electives; curriculum outlines were drawn for alternatives. Recommended administrative arrangements for program implementation were the hiring of two lecturers. Sample questionnaires for mid- and postprogram evaluations were suggested. The appendix constitutes one-third of the document and contains materials used in the study, including sample questionnaires. (YLB)

ED 236 355 CE 037 401

Marketing and Distributive Education Curriculum Guide for Agricultural Services.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Jun 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Advertising; *Agribusiness; Agricultural Supplies; Agricultural Supply Occupations; Behavioral Objectives; Business Administration; Communication Skills; Competency Based Education; Curriculum Guides; *Distributive Education; Economics; Human Relations; Job Skills; Learning Activities; *Marketing; Merchandising; *Off Farm Agricultural Occupations; *Salesmanship; Sales Occupations; Secondary Education

This curriculum guide provides curriculum coordinators with a basis for planning a comprehensive program in the career field of marketing agricultural services and allows marketing and distributive education teachers maximum flexibility. Introductory materials include information on use of the guide, information on careers in agricultural services, and a bibliography with complete data for the references listed under each competency. A chart classifies instructional competencies into the 11 areas into which the guide has been divided, with a section devoted to each instructional area. Within each area, competencies are organized into instructional clusters with a cluster objective. A chart identifies competencies organized under that cluster objective, a number of suggested learning activities, and references/instructional materials. Several references are provided for each competency to ensure local availability of at least one reference and to provide flexibility in individualizing instruction. These 11 instructional areas are included: advertising, communications, display, human relations, management, marketing/economics, mathematics, merchandising, operations, product/service technology, and selling. Blank sample competency worksheets are appended. (YLB)

ED 236 453 CG 017 003

Dowd, E. Thomas; Chick, Joyce M., Ed.
Level I Human Relations Skills for the Occupational Specialist Working with Groups. Competency-Based Modular Series.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communication Skills; Competency Based Education; *Counseling Techniques; *Counselor Training; Group Counseling; Human Relations; Inservice Education; Learning Activities; Learning Modules; Programed Instructional Materials; School Counselors; Self Disclosure (Individuals); *Sensitivity Training; *Skill Development; Units of Study
IDENTIFIERS- *Occupational Specialists

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to help the specialist better understand how to use basic human relations skills with students and others. Other modules in this set of three are Human Relations Skills in Individual Interactions for the Occupational Specialist, and Level II Human Relations Skills for the Occupational Specialist Working with Groups. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 10 enabling elements or lessons. The enabling elements deal with communication skills, attending behavior, reflective behavior, interpretive behavior, negotiation, confrontation, self-disclosure, expression and ownership of feelings and thoughts, and ethical guidelines for human relations training. Each lesson includes a self-test; a post-assessment covering the entire module and a bibliography complete the booklet. (JAC)

ED 236 515 CG 017 067

Grandparents: The Other Victims of Divorce and Custody Disputes. Hearing before the Subcommittee on Human Services of the Select Committee on Aging. House of Representatives, Ninety-Seventh Congress, Second Session (December 16, 1982).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-97-372
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Divorce; *Federal Legislation; *Grandchildren; *Grandparents; Hearings
IDENTIFIERS- *Child Custody; Congress 97th; Visitation Rights

This document presents the transcripts from the congressional hearing which addressed four basic issues: (1) visitation rights of grandparents following divorce and custody settlements; (2) the enactment of a federal law to guarantee these rights in the eight states which have no laws; (3) the necessity of a federal law to bring uniformity to the various state laws covering grandparent visitation rights; and (4) the equality of protection for grandparents under existing state laws. Following the opening statements of the members of the subcommittee, the discussions of the three panels comprising the hearings are presented: the panel on social issues (includes testimony from the founders of grandparent's rights groups); the psychiatric viewpoint panel; and the legal viewpoint panel. The appendix includes prepared statements from Doris Jonas Freed, chairperson, Committee on Child Custody Section of Family Law, American Bar Association, and Bettie J. LaMotte, grandmother. (WAS)

ED 236 563 CS 007 350

Stansell, John C.; Moss, R. Kay
Some Effects of Reading Aloud in Undergraduate Methods Classes.
PUB DATE- 7 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Childrens Literature; Elementary Education; Higher Education; *Methods Courses; *Reading Aloud to Others; *Reading Attitudes; *Reading Instruction; Student Attitudes; *Teacher Education; Teacher Role; Teaching Methods

Each class session of a reading methods course at a Texas university begins with an instructor reading aloud from a children's book. The instructors, who hoped this method would reduce future teachers' reliance on basal materials and help them prepare for assignments involving children's literature, came to believe that this time was well spent. They also observed additional unforseen benefits. Increasing numbers of students used those same selections in their own elementary school classrooms and appeared to value reading aloud daily to their students. The instructors developed a questionnaire for all elementary education students that, in addition to recording students' spontaneous comments, asked them to agree or disagree with several statements on the benefits of reading aloud in elementary classrooms. For all of 12 items on the questionnaire, students who had been read to in their methods course showed stronger agreement than students who had not. Although it might be argued that elementary education students were likely to be enthusiastic about children's literature and appreciate its potential as an instructional resource, the methods instructors felt it worthwhile to continue reading aloud to their students and monitoring their responses. (A list of children's books particularly suited for reading aloud is included.) (HTH)

ED 236 578 CS 007 368

Ediger, Marlow
Appraising Learner Progress in Reading.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Techniques; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Learning Strategies; Reading Ability; *Reading Achievement; *Reading Diagnosis; *Reading Improvement; Reading Instruction; Reading Skills; Reading Tests; *Teacher Role

Teachers must continuously appraise student progress in reading achievement. Techniques to facilitate this appraisal include (1) teacher observation, (2) checklists, (3) teacher written tests, (4) criterion referenced tests, (5) standardized tests, (6) rating scales, (7) anecdotal records, and (8) conferences. Once a comprehensive program of appraisal is implemented, learning activities can then be chosen to help students achieve relevant goals and objectives in the reading curriculum. (HTH)

ED 236 595 CS 207 573

Motivational Strategies for Teaching Language Arts: A Resource, K-12.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Secondary Education; *Language Arts; Learning Activities; Listening Skills; *Low Achievement; *Motivation Techniques; Reading Instruction; Resource Materials; Speech Communication; Speech Curriculum; *Student Motivation; Writing (Composition); Writing Skills
IDENTIFIERS- PF Project

This resource material, written by Georgia teachers and field tested statewide, provides 45 strategies--or motivational activities--to use as supplemental materials when students have difficulty mastering language arts skills. The strategies are listed alphabetically for easy reference and are presented as alternative ways to reinforce skills--specifically listening, reading, speaking, and writing--for unmotivated low-achievers. A step-by-step process for matching each strategy to specific skills is included in the section, "How to Use This Material." Practitioners are encouraged to adapt the strategies to the needs of specific students--especially those who have little or no facility with the printed word. Appendix A summarizes the language arts section of "Essential Skills for Georgia Schools"; Appendix B lists specific language arts concepts and skills and indicates in which grades they should be mastered; Appendix C contains Georgia high school graduation requirements; Appendix D is a statement on Standards for Basic Skills Writing Programs prepared by the National Council of Teachers of English. A four-page bibliography concludes the document. (KC)

ED 236 643 CS 207 918

Dupuis, Mary M.; Snyder, Sandra L.
Criterion-Referenced Test for the Assessment of Reading and Writing Skills of Professional Educators.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Criterion Referenced Tests; Measures (Individuals); *Reading Comprehension; *Reading Skills; Teacher Attitudes; *Teacher Education; *Teacher Qualifications; *Teachers; *Writing Skills
IDENTIFIERS- *The Research Instruments Project

Designed to assess the reading and writing skills of preservice and inservice teachers, this criterion referenced test assesses four skills areas following the reading of a selected professional article. The skill areas assessed are the ability to (1) understand the professional vocabulary used in the selection, (2) answer literal level comprehension questions, (3) answer inferential level comprehension questions, and (4) interpret information found in tables. The test includes a writing sample, a response to one of two evaluative questions related to the same reading selection. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (teacher knowledge and attitudes), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

ED 236 676 CS 207 952

Harrington, David V.
Needed Changes in Teaching Organization.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Coherence; Cohesion (Written Composition); Higher Education; *Organization; Reader Response; *Teacher Role; Teaching Methods; *Writing (Composition); Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- Audience Awareness

One approach to teaching organization to a writing class is to subdivide the organizational processes. One subdivision recognizes that certain compositions have a predictable format--they put expected parts in predictable places. Following a format at appropriate times is a skill that should be taught, or at least insisted upon, at the beginning of a writing course. The second subdivision involves helping the writer pull together or make sense of the hazy strands or ill-fitting parts of an original idea. The third subdivision entails one of the last things a writer does--include organizational signals to indicate to readers what they should expect and to show how the various parts of a composition interrelate. Presenting these subdivisions of organization shows students that organizing requires many different intellectual tasks and demands an understanding of the structural needs of different kinds of writing assignments. Such an approach also requires the development of more varied assignments that challenge students in as many organizational tasks as possible. Rather than relay the instructions given in current textbooks, teachers should advise their sudents that their writing will be organized if they let the reader know what to expect and then satisfy that expectation. (HOD)

ED 236 708 CS 504 317

Dunbar, Nancy R.
Medical Argument and Field Theory: The Laetrile Case.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Communication (Thought Transfer); *Communication Research; *Discourse Analysis; Medical Research; Medical Services; *Persuasive Discourse; *Research Methodology; Speech Communication
IDENTIFIERS- *Field Theory; *Laetrile

One approach to field theory in argumentation begins with a description of argumentation and, by identifying similarities or regularities in discursive practice, attempts to induce the nature and characteristics of a field. The controversy surrounding the use of Laetrile, a proposed cancer treatment, provides an example of this approach. Assuming that the articles on the subject represent a field of argument, one can look beyond individual issues, such as defining the nature of the Laetrile problem and determining if it is toxic, in order to arrive at some principle indicating how issues stand in relation to one another. This locates the unity of the field or argument, not in either the content or the disciplinary purposes of the arguers, but in the proposition of the question of whether the medical community should conduct a clinical trial of the drug. The proposition points to a set of issues that must be addressed in order to make a judgment on it. Thus it is the nature of the proposition that provides the most productive way to identify a field of argument. Such a view makes it possible to see the connections among all the elements of argumentation. It also recognizes the possibility that a given institution or professional group can address more than one kind of proposition, or alternatively, that a given subject matter may find similar treatment in more than one professional group. (HOD)

ED 236 327 CE 037 345

Micheli, Gene S.; Ford, Larry H.
Survey of the Extent of Individualized Instruction in Navy "A" and "C" School Courses. Technical Memorandum 83-7.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Managed Instruction; Group Instruction; *Individualized Instruction; Military Personnel; *Military Training; Postsecondary Education; *Programed Instruction; Questionnaires; Surveys; *Teaching Methods; *Time Factors (Learning); Time on Task
IDENTIFIERS- Hands On Experience; *Navy

A study examined the extent to which various individualized instructional methods were utilized in Navy "A" and "C" courses. During the study, questionnaires were mailed to instructors involved in teaching a random stratified sample of 623 Navy "A" and "C" school courses (a sample that represented 25 percent of the 2,491 such courses taught at the time). The instructors were asked to specify the amount of time that they utilized the following teaching methods: computer-aided instruction, computer-managed instruction, programmed instruction, self-paced instruction, direct student-instructor contact, and instruction involving the use of hands-on material. Based on data collected from the 445 usable questionnaires, the researchers concluded that the personnel involved in teaching the courses under investigation do not always classify the courses' methods of instruction in the same way that they are classified according to the Navy Integrated Training Resources and Administration System (NITRAS). Of the 414 courses in the study sample that were classified by NITRAS as group-paced, 50 were reported by the questionnaire respondents as having some self-pacing. This discrepancy in classification is due largely to the NITRAS self-pacing criterion for labeling courses as individualized instruction. To describe training courses more adequately, NITRAS should broaden its definition of individualized instruction. (MN)

ED 236 341 CE 037 381

Bourque, Janet
Day Care Management. Final Report.
Lake Washington Vocational Technical Inst., Kirkland, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrators; Annotated Bibliographies; Certification; Child Abuse; Child Caregivers; Child Care Occupations; *Child Development; Course Content; Course Descriptions; *Curriculum Development; *Day Care; *Day Care Centers; *Educational Resources; Equipment; Job Skills; Money Management; Nutrition; Postsecondary Education; Pretests Posttests; Publicity; State Curriculum Guides; State Legislation; Two Year Colleges

A curriculum was developed and a pilot project was conducted to train 20 day care center directors at Lake Washington Vocational Technical Institute. This document summarizes the curriculum development project and provides the curriculum that was developed. The report contains a summary and outline of the course, a skills assessment, pretests and posttests, information on planning a day care center for young children, sample forms, an equipment list, a sample job description, Washington state requirements for licensing, tips on generating publicity, and a brief list of advisory board activities. A section of curriculum resources contains information on the following topics for student day-care managers: separation anxiety, field trip suggestions, finger plays and songs, nutritious snacks, stories for young children, recognition of child abuse. A bibliography, a list of community resources, and ideas for financial management are also included. Many sample forms and specific instructions for use in opening and operating a day care center are included in the guide. (KC)

ED 236 396 CE 037 499

Davidson, Jane S.; Morris, Carol
Home Management Curriculum Guide. Energy and the Family.
Lamar Univ., Beaumont, Tex.
SPONS. AGENCY- Gulf States Utilities, Beaumont, TX.
PUB DATE- 83
AVAILABLE FROM- Gulf States Utilities, P.O. Box 2951, Beaumont, TX 77704.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Citations (References); *Conservation Education; Curriculum Guides; *Educational Resources; *Energy Conservation; Family Environment; *Home Economics; Homemaking Skills; *Home Management; Instructional Materials; *Learning Activities; Leisure Time; Resources; Secondary Education; Transparencies; Transportation; Units of Study; Vocabulary
IDENTIFIERS- Texas

This curriculum guide on home management, covering one of the five content areas of the Energy and Family Curriculum Guide, has been designed to provide learning experiences and identify resources that can be used to develop units of study related to energy usage and conservation. The guide is intended for use in comprehensive courses of home economics as well as specialized courses of the home economics subject matter content areas, especially in the state of Texas. The guide contains six units: percentage of home energy use, energy usage of appliances, energy conservation in home activities, and managing transportation, leisure time, and existing resources in the interests of conservation. For each major concept, the guide provides a competency statement, terminal performance objectives, as well as concepts and generalizations linked to specific learning experiences and resources. The guide contains three appendixes. Appendix A contains a bibliography of books, pamphlets, multimedia materials, and other teaching aids. Appendix B contains prepared information sheets, games, bulletin board ideas, check sheets, evaluation forms, and transparency masters. Appendix C is a collection of background information that may be helpful to the teacher in using the learning experiences. A glossary completes the curriculum guide. (KC)

ED 236 410 CE 037 563

Vocational Rehabilitation Program. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 14 Jul 83

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Disabilities; *Educational Legislation; Educational Needs; *Federal Legislation; Individual Needs; Job Training; Needs Assessment; Policy Formation; Postsecondary Education; Program Effectiveness; Public Policy; *Rehabilitation Programs; Veterans; *Veterans Education; Vocational Education; *Vocational Rehabilitation

IDENTIFIERS- *Vocational Rehabilitation Program

These Congressional hearings contain testimony reviewing the vocational rehabilitation program for service-connected disabled veterans that originated as a result of legislation passed in March 1943. Included among those agencies and organizations represented at the hearings were the following: the Disabled American Veterans, the Veterans' Administration, the Veterans' Administration Vocational Rehabilitation and Counseling Service, the Veterans of Foreign Wars of the United States, and the American Legion National Veterans' Affairs and Rehabilitation Commission. (MN)

ED 236 424 CE 037 624

Clerical Machine Operator Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Clerical Occupations; Clerical Workers; *Disabilities; Job Performance; Job Skills; Occupational Tests; Office Machines; Office Occupations Education; Prevocational Education; Scoring; Secondary Education; Testing; Typewriting; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; *Work Sample Tests

This manual contains a work sample intended to assess a handicapped student's interest in and potential to successfully pass a clerical business machine course (typing) in a comprehensive or vocational school. Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. Section 3, on administration, provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. This section also contains instructions for task procedures actions to be taken, as well as post sample interview topics. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance and a materials list (equipment, source, price). Section 7 cites references. An appendix defines terms. (YLB)

ED 236 439 CE 800 027

Jackson, Rebecca Osborne
Life Skills Competency Checklist.
Fresno County Office of Education, Fresno, CA.

PUB DATE- 83
AVAILABLE FROM- Fresno County Office of Education, Master Plan Office, 4950 N. Harrison Ave., Fresno, CA 93704 (free, enclose self-addressed, stamped envelope).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Basic Skills; Career Awareness; *Career Counseling; *Daily Living Skills; Elementary Secondary Education; Evaluation Methods; Interpersonal Competence; Prevocational Education; *Student Evaluation; Vocational Education; Vocational Interests
IDENTIFIERS- California (Fresno); PF Project

Developed for use by career educators and counselors in Fresno County, California, this checklist is divided into three sections. Section 1 provides space for recording students' development in vocational and career awareness, interests and hobbies, work experience, vocational test scores, individual goals, and community agency input from the primary grades through secondary school. In section 2, skills and behavior needed in secondary level vocational classes are recorded. The third section is a checklist for evaluating student progress and competency in daily living skills, personal and social skills, and occupational preparation. Each of these areas is subdivided into several specific skills, such as personal needs, personal finances, consumer awareness (daily living skills); independence, self-confidence, decision making (personal skills); and manual skills, occupation selection, and secure employment (occupational preparation). (LP)

ED 236 468 CG 017 018

Love, Kevin G.; And Others
Using Job Analytic Perceptions to Predict Stressor Levels among Factory Supervisors.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Job Analysis; *Job Satisfaction; Management Development; Predictor Variables; Psychological Characteristics; Responsibility; Role Conflict; Role Perception; *Stress Management; *Stress Variables; *Supervisors; Well Being; *Work Environment

Job stress is recognized as a primary roadblock to achieving job satisfaction. In order to investigate the linkage between important job characteristics and stressor levels, 378 factory supervisors (aged 45-54; 89 percent male; 93 percent white with an average of 21 years with the company) completed a two-part job analysis questionnaire. In the first part, supervisors identified and assigned time allocations to the crucial tasks, knowledge areas, skills, abilities, and demands of their jobs. In the second part, the occurrence of four stressors (role ambiguity, role conflict, responsibiltiy for people, and quantitative work overload) were rated on a five-point scale. An analysis of the results showed that a direct link did exist between perceptions of specific job characteristics and high stressor levels. Role ambiguity and conflict were most frequently related to providing knowledge to incumbents, organizational procedures, and interfacing with other people. Responsibility to people was stressful in terms of financial duties. Work overload stress related to pressure and pace of work activity. The direct application of these findings focus on stress management programs which deal with reducing stressor levels and not just with alleviating individual strains. (Demographic and analytic tables are appended). (BL)

ED 236 483 CG 017 033

Tiffany, Phyllis G.
Sex and Experienced Control throughout Adulthood: A Non-Linear Model.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Development; Adults; Age Differences; Aging (Individuals); Attribution Theory; *Developmental Stages; Individual Characteristics; Individual Power; *Locus of Control; *Sex Differences
IDENTIFIERS- *Life Span Development; Tiffany Experienced Control Scales

Male and female adults revise their perceptions of control three times in their lives, between the ages of 20 and 65. To investigate the relationship between experienced control in terms of loci of control (internal, external), situations (opposite sex, same sex), and direction (from or over the environment), and the developmental stages of men and women, 2,126 subjects (890 males, 1,233 females) aged 11-99, completed the Tiffany Experienced Control Scales (ECS). Subjects were grouped into seven age ranges of approximately 10 year intervals. An analysis of the results showed that across the lifespan, males experienced greater control than females both from and over events at the internal and external loci, except at age 40. Males were also more volatile than females. Females were more consistent and, with the exception of the 35-44 age group, typically fell below males in their control ratios, particularly in their loss of control over the environment. Females experienced their best years within 2 to 3 years of the time males experienced their worst years. Both men and women felt more control over relations with members of the opposite sex than members of the same sex. (Numerous charts and statistical tables are included). (BL)

ED 236 548 CS 007 331

Mitch, David
The Consumption Benefits of Literacy.
PUB DATE- 18 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Books; Comparative Analysis; *Consumer Economics; Developing Nations; *Government Role; *Literacy; Newspapers; *Reading Materials; *Social History

To determine the consumption benefits of education, this report details a study that explored the cost placed on items or services associated with basic literacy in the nineteenth and twentieth centuries. The first section both explains why consumer prices for books, newspapers, and postage are valid indicators of the consumption benefits of education and outlines the basic approach to be used in the study. After the second section implements this approach to estimate the consumption benefits of acquiring literacy in nineteenth century England, the third section compares the estimate with the pecuniary value and costs of acquiring literacy. It argues that consumption benefits probably outweighed both the pecuniary benefits and the cost of literacy, and that changes in government policy with regard to consumer benefits may have had a stronger impact on the rise of popular literacy than the policy measures usually emphasized, such as school provisions and child labor restrictions. The final section briefly considers modifications and extensions of these conclusions to developing nations in the twentieth century. (MM)

ED 236 627 CS 207 899

Strickland, James
Deactivating the Writing Program.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Developmental Stages; Higher Education; Learning Strategies; Secondary Education; *Teacher Role; *Teaching Methods; *Writing Instruction; *Writing Processes

A written language learner must be given an environment that enables or fosters writing development. Unfortunately, the typical system of education and the learning strategies that are taught are at times the very things that deactivate, frustrate, and even pervert the writing program. In fact, some of the rules that student writers respond to are far removed from the real writing process. An example of this false response is the strategy of trying to "psyche out" the teacher, which is not the same as knowing one's audience. Deactivation of the writing process also is produced by "magical thinking," believing that children learn because teachers teach. The deactivation of the writing program will not be reformed by a return to the "basics," a solution steeped in magical thinking, but by a trust in the naturalness of writing. As natural writing contains its own topic within the rhetorical situation, school writing that begins with "select your topic" is misdirection. Writing assignments framed as new and real problems will help student writers avoid deactivation by misdirection. Another instance of writing being deactivated occurs when writing is considered in a developmental vacuum. Writing is an activity that must be nurtured over time. Teachers of writing must be guardians against deactivation of the writing program by rigid rules, by magical thinking, by misdirection, or by immaturity. (HOD)

ED 236 660 CS 207 935

Gary, Melvin; Brown, Sandra
Gary-Brown Writing Opinionnaire for College Instructors.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Measures; College Faculty; Inservice Teacher Education; *Teacher Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- *The Research Instruments Project

Designed to assess teachers' attitudes toward teaching writing, evaluating writing, and teaching course content through writing, the first part of this two-part measure is a Likert-type scale containing 35 items representing the instrument's three purposes. The second part asks for professional opinions in 12 categories, including extent of marginal comment on student papers, nature of writing assignments, peer evaluation, percentage of college students with severe writing problems, most common student writing errors, rewriting, and recommendations for improvement of instruction. (This document is one of those reviewed in The Research Instrument Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

ED 236 692   CS 207 975

Gaziano, Cecilie
The Influence of New Media and Citizen Groups on the Knowledge Gap in an Inner-City Neighborhood
PUB DATE- 21 May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCPIPTIONS- Citizen Participation; Community Attitudes; *Community Organizations; Content Analysis; *Information Dissemination; Information Sources; Inner City; *Knowledge Level; *Mass Media Effects; Media Research; *Newspapers; News Reporting; *Urban Problems

Focusing on knowledge of four public affairs issues important to residents of a Midwestern inner-city neighborhood, a study examined the relative contributions to knowledge made by two neighborhood newspapers and by organized community group activities. A sample of 239 residents was asked open-ended questions about housing, crime, economic development, and school issues. A purposive sample of 52 leaders of neighborhood organizations interested in those specific issues was also interviewed, and two neighborhood newspapers were content analyzed for several months prior to the interviewing. The major findings were that (1) high levels of organized group activity were related to larger knowledge gaps, which was contrary to expectations; (2) high levels of community neighborhood newspaper publicity about issues appeared to lead to reduced knowledge disparities; (3) contrary to previous findings, conflict appeared not to have contributed to reduced knowledge gaps; (4) distributing information more widely did not necessarily lead to equalization of knowledge; and (5) organized groups' information strategies may have contributed to higher knowledge levels among the least educated. (Extensive tables of data are appended.) (FL)

ED 236 370 CE 037 425

Bendick, Marc, Jr.
Dislocated Workers and the American Flexiconomy. Research Paper.
Urban Inst., Washington, D.C.
PUB DATE- 21 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Adult Vocational Education; Career Change; Career Education; Inservice Education; Job Skills; *Job Training; *Middle Aged Adults; Midlife Transitions; Refresher Courses; *Retraining; *Skill Obsolescence; *Unemployment

IDENTIFIERS- *Dislocated Workers; France

Undertrained workers, not dislocated workers, are the real problem in the American economy. The vast majority of the workers affected by structural change in the American economy appear to make employment transitions fairly swiftly and smoothly, with no need for public intervention. Undertrained workers, mostly employed and scattered in all industries, result from underinvestment in training by both employers and the workers themselves. In addition, worker-financed training at the beginning of a career and on-the-job training in midcareer will no longer be adequate. Midcareer formal training will become a necessary part of success, but it will be difficult for workers to finance. Since 1971, the French have operated a national system for financing training that creates an effective public-private partnership to address these problems. The key element is an "obligation to spend" whereby each employer must expend funds to maintain and expand the skill level of the French labor force. A national system should be set up in the United States that embodies a sustained level of investment in all human resources. (YLB)

ED 236 499 CG 017 050

McAnulty, Richard D.; And Others
A Cross-Cultural Comparison of Attitudes toward Alcohol among French and United States College Students.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Alcoholic Beverages; Alcoholism; *College Students; Comparative Analysis; *Cultural Differences; *Drinking; Higher Education; *North Americans; Semantic Differential; *Student Attitudes
IDENTIFIERS- *French People

Alcoholism is an almost universal problem which varies in nature and extent from culture to culture. To discriminate between French and American students on the basis of measured attitudes toward alcohol, American college students (N=291) and French college students (N=308) completed attitude measures for alcohol derived from a 14 scale semantic differential. The scales contained adjective pairs representative of evaluative (e.g., pleasant-painful), potency (e.g., strong-weak), and activity (e.g., complex-simple) dimensions. Analyses of results showed that the nationality of 79 percent of all students was correctly assigned by variable-profile analysis. The sociable-unsociable scale made the greatest contribution to overall discrimination, followed by the serious-humorous pairs. French students rated alcohol as more pleasant, more humorous, more gentle, and less passive than their American counterparts. Americans rated alcohol as sociable, while the French rated it as neutral, suggesting possible cultural differences in alcohol function for the two populations. (WAS)

ED 236 532 CS 007 133

Cooper, J. David
Teaching Reading Comprehension: A Practical Approach.
Ball State Univ., Muncie, Ind. Teachers Coll.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Concept Formation; Elementary Secondary Education; Learning Theories; Listening Skills; Questioning Techniques; *Reading Comprehension; *Reading Instruction; Teaching Methods

IDENTIFIERS- PF Project

The purpose of this paper is to present classroom teachers with a succinct, practical explanation of how to teach reading comprehension. An approach to the systematic teaching of comprehension which is based on practical interpretation of current research and theory is presented. Examples are given that will assist any teacher who is responsible for comprehension instruction in carrying out that task. Twelve references conclude the document. (KC)

ED 236 579 CS 007 370

Hodges, V. Pauline; Nash, Ana Marie
Should Teacher Training Institutions Be Concerned about the Reading and Writing Skills of Future Teachers?
PUB DATE- 5 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Entrance Examinations; *College Students; Educational Research; Educational Trends; *Education Majors; Elementary Secondary Education; Higher Education; Literature Reviews; *Reading Ability; Reading Comprehension; Reading Habits; Reading Skills; *Student Evaluation; *Teacher Education; Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; Writing Evaluation; *Writing Skills
IDENTIFIERS- Competency Based Certification

A review of writing and reading competencies among college students in general and education majors in particular indicates possible directions in setting teacher education admission standards, in providing language instruction courses for student teachers, and in establishing criteria for exiting teacher education programs. As is suggested by falling college entrance examination scores, the small amount of written work demanded by most colleges, and many college students' reluctance to write, many colege students are often deficient in writing and reading skills. Recent research has shown that the majority of students seeking admission to certain teacher education programs were writing at or below the ninth grade level on the Fry Readability Scale, while education majors' reading competency scores declined from 1967 to 1977, especially among prospective elementary school teachers. Studies of practicing teachers' reading competencies have indicated mediocre to poor results in comparison to those of college freshmen. Other investigations have shown that the quantity and quality of leisure and professional material read by teachers was low. In an effort to upgrade the teacher force, competency testing for initial teacher certification has been initiated in many states. (MM)

ED 236 612 CS 207 672

Elliott, William R.; And Others
Measuring the Perceived Reality of Television: Perceived Plausibility, Perceived Superficiality and the Degree of Personal Utility.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Content Analysis; Higher Education; *Measurement Techniques; *Perception; *Programing (Broadcast); *Research Methodology; Student Attitudes; *Television; *Television Research; Test Reliability; Test Validity
IDENTIFIERS- *Perceived Reality

A tool was devised to measure the perceived reality of television, an important variable in understanding how television influences an individual's perception of social reality. This was accomplished by using a research plan that allowed university subjects to generate the measures used for tapping the "reality" of television content. University students from large introductory telecommunication and speech courses were given a questionnaire that asked them to evaluate the realism of each of 30 television programs, and to explain why they perceived particular programs as realistic and others as unrealistic. In addition they indicated which of five programs they thought most realistic and which least realistic. The data supported three new reality measures: (1) perceived plausibility--the extent to which a program is viewed as providing social and environmental images like those existing in the real world, (2) perceived superficiality--the extent to which a program is viewed as dealing with trivial matters in a repetitious manner, and (3) degree of personal utility--the extent to which the information contained in a program is seen as useful by the viewer. Each of the measures was proven realiable in tests of internal and temporal consistency. Validity was investigated by comparing the correlations between the three scales and an established reality measure, general perceived program reality. This produced support for the conclusion that the tests were concurrently valid. (Extensive tables of data are appended.) (HOD)

ED 236 725 CS 504 423

Evans, Adeline L.; Rackley, Sandra W.

Speech and Language Control: A Syllabus and a Workbook.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Black Dialects; Course Descriptions; Grammar; Higher Education; *Language Skills; *Pronunciation; *Speech Communication; *Speech Instruction; *Speech Skills; Standard Spoken Usage;

*Vocabulary Development

Designed as a 13-week self-help course to meet the speech and language needs of college students in the areas of articulation, voice control, standard American usage, and fluency, this combination syllabus and workbook offers a rationale for the course, describes course objectives and content, and provides worksheets and evaluation forms for the following content areas: speech evaluation, characteristics of a pleasant voice, listening, aspects of pronunciation, black dialect, standard American English, vocabulary development, and fluency. In addition, it provides lessons for audiotaping on voice control, pronunciation, black dialect, American English grammar, vocabulary, and fluency. (HOD)

ED 236 313 CE 037 042

Arman, Ruby L.; Arman, Mohammad R.

Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels. (Teacher Guide).

Pittsburg State Univ., Kans. Dept. of Vocational-Technical Education.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Aptitude Tests; Behavioral Objectives; *Career Choice; *Career Education; Decision Making; Employer Employee Relationship; Employment Interviews; Financial Support; Guidelines; Individual Characteristics; Instructional Materials; Interests; Job Application; *Job Search Methods; Learning Activities; Nonverbal Communication; Occupational Information; Portfolios (Background Materials); *Prevocational Education; Secondary Education; Self Evaluation (Individuals); State Curriculum Guides; Student Educational Objectives; Student Financial Aid; Units of Study; *Vocational Aptitude; *Vocational Interests; Work Environment
IDENTIFIERS- Dictionary of Occupational Titles; Kansas; Resumes

This curriculum guide consists of 17 units of study for use in a prevocational career education course geared toward ninth and tenth grade students. Covered in the individual lessons are the following topics: assessing personal characteristics, completing a personal aptitude inventory, assessing personal interests, using the Dictionary of Occupational Titles, identifying occupational choices, identifying vocational and educational choices, making decisions, understanding how people communicate nonverbally, making educational or training plans, financing education or training, understanding the types of work available, understanding working conditions and physical demands, examining employer-employee relationships, obtaining information concerning job openings, preparing a resume, completing application forms, and interviewing for a job. Each lesson contains some or all of the following: lesson objectives; teaching aids; information assignments; references; an introduction to the unit; a presentation outline; classroom, laboratory, shop or other activities; a lesson review; a unit test; an answer key; information sheets; and assignment sheets. (MN)

ED 236 384 CE 037 472

Manage Student Recruitment. Module LT-C-1 of Category C--Student Services. Competency-Based Vocational Education Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Consortium for the Development of Professional

Materials for Vocational Education.

REPORT NO.- ISBN-0-89606-151-5
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; Administrator Responsibility; *Administrator Role; *Admission (School); Admission Criteria; *Admissions Counseling; Admissions Officers; Competence; Competency Based Education; Enrollment; Higher Education; Independent Study; Inservice Education; Learning Activities; Learning Modules; Management Development; Programed Instructional Materials; Public Relations; School Choice; School Registration; Student Placement; *Student Recruitment; *Vocational Education

This module, one in a series of competency-based administrator education learning packages, focuses on specific professional competencies needed by vocational education administrators. The competencies upon which these modules are based were identified and verified through research as being important to the success of local administrators of vocational education at the secondary or postsecondary levels. The materials are designed for use by administrators or prospective administrators working individually or in groups under the direction of a resource person. This module is designed to provide vocational education administrators with background information on recruitment and admissions. Hands-on experiences are also provided to help administrators acquire the skills they need to (1) define their own administrative role in these activities and (2) effectively manage recruitment and admissions as part of the duties of an administrator in an actual secondary or postsecondary institution. This module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for each experience and a brief description of what the learning experience involves. Prerequisites and resources are suggested. The final learning experience requires the student/administrator to demonstrate an actual administrative situation in which student recruitment and admissions can be managed to the satisfaction of a resource person who is assessing competence in the situation. (KC)

ED 236 411　　　　CE 037 564

Community Volunteer Service Act of 1983. Hearing before the Subcommittee on Family and Human Services of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, First Session on S. 1129.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
PUB DATE- 22 Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Citizen Participation; *Community Programs; *Federal Legislation; Hearings; Labor Utilization; Older Adults; Personnel Needs; Personnel Selection; Policy Formation; *Poverty Areas; Poverty Programs; *Public Policy; Recruitment; Voluntary Agencies; *Volunteers
IDENTIFIERS- Congress 98th; Proposed Legislation; Volunteers in Service to America

These Congressional hearings contain testimony pertaining to the passage of the Community Volunteer Service Act of 1983. This bill would amend the Volunteers in Service to America (VISTA) program to provide a more concrete mandate for the program; would have VISTA volunteers recruited locally and assigned to projects to alleviate poverty and poverty-related problems in their own communities; and would allow volunteers to make part-time, as well as full-time, commitments to the program. Included among the agencies and organizations represented at the hearing were the following: the American Association of Retired Persons, the National Association of Foster Grandparent Program Directors, the New York State Office of Mental Retardation and Developmental Disabilities, the ACTION Agency, the National Association of Senior Companion Project Directors, the National Association of RSVP Program Directors, and the Connecticut Department of Corrections. Also included in the hearings is the text of an article entitled "Senior Companions: The Unrecognized Resource for Long Term Care." (MN)

ED 236 440 CE 800 029

Morris, Sara
Infection Control in the Long Term Care Facility.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 83
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Room 111, Indiana University, Bloomington, IN 47405 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Communicable Diseases; *Disease Control; *Health Personnel; Inservice Education; Instructional Materials; Postsecondary Education; Residential Institutions; Sanitation
IDENTIFIERS- *Long Term Care Facilities; *Microorganisms; PF Project

This booklet is intended to increase the awareness of persons working in long-term care facilities regarding the danger of infectious disease and the ways in which it can be spread. Materials in this booklet include: (1) a brief discussion of historical events in the study of microorganisms; (2) information about how microorganisms cause infection and how they are transferred from one person to another; (3) suggestions for ways health care professionals can reduce the spread of infection; (4) information about handwashing, care and cleaning of equipment, antiseptics, and disinfectants; and (5) a worksheet which can be used to test the learning of the information. (DC)

CG

ED 236 454 CG 017 004

Bowland, Jeanne M.; Chick, Joyce M., Ed.
Level II Human Relations Skills for the Occupational Specialist Working with Groups. Competency-Based Modular Series.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Communication Skills; Competency Based Education; Counselor Role; *Counselor Training; *Group Counseling; *Group Dynamics; Human Relations; Inservice Education; Leadership Styles; *Leadership Training; Learning Modules; Programed Instructional Materials; School Counselors; *Sensitivity Training; Skill Development; Units of Study
IDENTIFIERS- *Occupational Specialists

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to help the specialist develop an understanding of the importance of group dynamics in vocational development and decision making. Other modules in this set of three are Human Relations Skills in Individual Interactions for the Occupational Specialist, and Level I Human Relations Skills for the Occupational Specialist Working with Groups. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 10 enabling elements or lessons. The enabling elements deal with the use of vocational group counseling, beginning a group, stages of group development, group leadership skills, building and maintaining a group, problem members and anti-group roles, facilitating group involvement, specialized formats and special populations, sharing the leadership function, and ethical standards for leadership. Each lesson includes a worksheet and a self-test; a post-assessment covering the entire module and a bibliography complete the booklet. (JAC)

ED 236 516 CG 017 068

Weiss, Susan Cortright
Career Resource Centers. Searchlight Plus: Relevant Resources in High Interest Areas. 31+.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Annotated Bibliographies; Career Awareness; *Career Counseling; Career Development; Career Exploration; *Career Guidance; *Lifelong Learning; Models; Occupational Information; *Program Design; Program Development; Vocational Maturity
IDENTIFIERS- *Career Resource Centers

Career Resource Centers (CRCs) are a logical outgrowth of vocational development theory which views career development as a continuous process with a lifelong series of career decisions made at various transition points over time. After starting in high schools, CRCs have spread to all arenas of formal education as well as to community agencies, and business and industry. In this manual, information is provided on establishing a CRC, with specific reference to an advisory committee, planning, design, staffing, type, selection and organization of resources, tests and inventories, computer-assisted programs, publicity, services and activities, and evaluation. Model CRC programs are presented to demonstrate the applicability of CRCs to a wide variety of educational levels (elementary to post secondary), special populations (rural adults, disadvantaged/handicapped, working women, and out-of-school youths), community agencies, and business/industry settings. The annotated bibliography is based on a computer search of the ERIC database (November 1966 through February 1983) of educational journal and resource literature on Career Resource Centers. (BL)

ED 236 564 CS 007 351

Farber, Frances D.; Putnam, Lillian R.
Convergent/Divergent Predictions of Urban First Graders.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Basal Reading; Beginning Reading; Cognitive Processes; Comparative Analysis; Grade 1; *Listening Comprehension; Listening Skills; *Prediction; Predictive Validity; Primary Education; *Reading Comprehension; Reading Improvement; *Reading Materials; *Reading Research; Reading Skills; *Recall (Psychology); Urban Education
IDENTIFIERS- *Reader Text Relationship; Story Grammar

Since an author does not provide all critical information, a text is never fully explicit; it demands that the reader/listener supply missing elements in order to form a coherent and logical whole. A study was conducted to explore both the types of responses urban first grade students made when asked to predict a narrative ending and differences in ability between the fall and spring semesters. Two first grade classes in each of five different reading programs served as subjects. The reading programs were (1) Lippincott (1975), (2) Language Experience, (3) Houghton-Mifflin (1979), (4) Open Court (1979), and (5) Ginn 720 (1976). These programs included analytic and synthetic, language experience, and linguistic approaches. In the fall, each child was read part of a story and asked how he or she thought the story would end. Each response was tape recorded, transcribed, and analyzed. The same procedure was followed in the spring. Qualitative measures were concerned with the convergent or divergent nature of the predictions as well as the changes that occurred from fall to spring. Results failed to show a relationship between the reading program used and the type of response given. Overall, the study found that students were capable of responding with both convergent and divergent predictions at the beginning and end of first grade. (FL)

ED 236 596 CS 207 574

Kavanagh, Dennis; And Others

Language Arts Activities for Teaching About Aging.

Acton-Boxborough Regional School District, Acton, MA.
PUB DATE- 82

AVAILABLE FROM- Teaching and Learning About Aging Project, Conant School, Acton, MA 01720 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Aging Education; Attitude Change; *Language Arts; Learning Activities; Resource Materials; Secondary Education; Teaching Methods
IDENTIFIERS- PF Project

Five teachers developed and tested creative, subtle approaches to the use of aging-related source material in language arts activities, an effort which resulted in this volume of 14 self-contained activities. These activities have been successfully field-tested in junior or senior high school classes, resulting in gains in language arts skills, increased contact with elders, reduction in stereotypes, increased knowledge concerning aging, and increased respect for classmates' opinions regardless of age. For ease of use, the materials for each activity are organized by teachers' materials (overview, objectives, materials needed, advance preparation needed, estimated teaching time, and day-by-day guidelines), and student handouts. (KC)

ED 236 644 CS 207 919

Williams, Connie K.
A Procedure to Evaluate Cognitive Requirements of Beginning Reading Materials.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Basal Reading; *Beginning Reading; Cognitive

Processes; Primary Education; *Readability; *Reading Material Selection; *Textbook Evaluation
IDENTIFIERS- *The Research Instruments Project

Designed to assess the cognitive requirement expected or implied in beginning reading materials and in their instructional suggestions and to determine whether these materials are appropriate to the cognitive development of the children who will use them, this instrument is for use by evaluators with the first reader in a basal series. It directs the rater to become familiar with the organization, format, and general philosophy of the series to be reviewed. The main portion of the procedure consists of 11 items, each of which gives a brief explanation and examples of a certain aspect to be examined in the reader under consideration. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range, (primary), purpose, and physical characteristics.) (JL)

ED 236 661 CS 207 936

DeFord, Diane E.
The DeFord Theoretical Orientation to Reading Profile (TORP).
PUB DATE- [illegible]
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Educational Philosophy; Inservice Teacher Education; Measures (Individuals); Preservice Teacher Education; *Reading Instruction; *Reading Teachers; *Teacher Attitudes; Teaching Methods; *Teaching Styles
IDENTIFIERS- *The Research Instruments Project

Designed to differentiate preservice and inservice teachers according to their theoretical orientation to reading, the TORP consists of 28 items reflecting practices and beliefs about reading instruction. The items, which require a Likert-type response, fall into three categories: phonics (smaller than word emphasis), skills (whole words with multiple skills for dealing with this unit), and whole language (larger than word segments). The resulting score is a general indicator of the respondent's orientation. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

ED 236 677 CS 207 953

Brand, Alice G.
Hot Cognition: Emotion and Writing Behavior.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affective Behavior; Authors; Behavioral Science

Research; *Cognitive Processes; Creativity; Discourse Analysis;
*Emotional Experience; Epistemology; Models; *Writing (Composition);
*Writing Processes

Although contemporary psychologists generally acknowledge the significance of affect in human experience, few have attempted to understand its role in cognitive processes. The same can be said of writing specialists. In fact, New Criticism, so long dominant in American literary thinking, still continues to influence the emotions writers disclose publicly and perhaps even those they experience during composing. Nevertheless, a perusal of writers' diaries, interview transcripts, memoirs, and autobiographies amply documents the presence of emotions during the process. Negative emotions move writers to composing as easily if not more easily than positive emotions. Expression frequently results, however, not from one emotion's dominance over the other, but from the juxtaposition of positive and negative feelings. Not typically found in their pure states, emotions mix, blend, become subtler and richer in meaning, appear to be experienced simultaneously, and seem sometimes paradoxical but under voluntary control. An emotions model is needed to describe the relationship of emotion to the lexical and syntactic choices made in writing. A failure to examine emotion with the same critical attention that cognition inspires is a glaring oversight. Evidence and thought point at least to the reciprocal role of cognitive and affective processes in our mental life, which makes the role of emotion in writing too apposite to ignore. (HOD)

ED 236 356 CE 037 403

Demonstrate a Manipulative Skill. Second Edition. Module C-16 of Category C--Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-149-3
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Classroom Techniques; Competence; Competency Based Education; *Demonstrations (Educational); Experiential Learning; Higher Education; Job Skills; Learning Modules; *Lesson Plans; *Preservice Teacher Education; Teacher Education; *Teaching Methods; *Teaching Models; *Vocational Education

This module, one in a series of 127 performance-based teacher education (PBTE) learning packages, focuses on specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The materials are designed for use by teachers-in-training, working individually or in groups under the direction of teacher educators or other resource persons. The learning experiences in this module are designed to help prospective teachers to develop competency in preparing the kinds of lesson plans needed for an effective manipulative skill demonstration. In addition, using the module will help prospective teachers to gain skills in actually preparing for and demonstrating the manipulative skills needed by students in their occupational specialty. The module is comprised of a terminal objective, enabling objectives, prerequisites, a list of outside resources, and three learning experiences. Learning experiences relate to one of the module's enabling objectives and contain several activities and self-checks with model answers. The final learning experience is an actual teaching situation to be assessed by a resource person. (KC)

ED 236 397   CE 037 500

Davidson, Jane S.; Morris, Carol
Consumer Education Curriculum Guide. Energy and the Family.
Lamar Univ., Beaumont, Tex.
SPONS. AGENCY- Gulf States Utilities, Beaumont, TX.
PUB DATE- 83
AVAILABLE FROM- Gulf States Utilities, P.O. Box 2951, Beaumont, TX 77704.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Citations (References); *Conservation Education; *Consumer Education; Curriculum Guides; *Educational Resources; *Energy Conservation; Equipment; *Home Economics; Instructional Materials; *Learning Activities; Maintenance; Money Management; Repair; Resources; Secondary Education; Transparencies; Transportation; Units of Study; Vocabulary
IDENTIFIERS- Texas

This curriculum guide on consumer education, covering one of the five content areas of the Energy and Family Curriculum Guide, has been designed to provide learning experiences and identify resources that can be used to develop units of study related to energy usage and conservation. The guide is intended for use in comprehensive courses of home economics as well as specialized courses of the home economics subject matter content areas, especially in the state of Texas. The guide contains two units covering the true value of energy and budgeting energy use (lifestyle needs, cost of operating appliances, reading the meter, budgeting utility bills, selection and use of energy-efficient equipment, and energy for transportation). For each major concept, the guide provides a competency statement, terminal performance objectives, as well as concepts and generalizations linked to specific learning experiences and resources. The guide contains three appendixes. Appendix A contains a bibliography of books, pamphlets, multimedia materials, and other teaching aids. Appendix B contains prepared information sheets, games, bulletin board ideas, check sheets, evaluation forms, and transparency masters. Appendix C is a collection of background information that may be helpful to the teacher in using the learning experiences. A glossary completes the curriculum guide. (KC)

ED 236 425 CE 037 625

Color Discrimination Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Color; *Disabilities; Industrial Arts; Job Performance; Job Skills; Occupational Tests; Painting (Industrial Arts); Prevocational Education; Scoring; Secondary Education; Testing; *Visual Perception; *Vocational Aptitude; Vocational Education; *Vocational Evaluation; Vocational Interests; *Work Sample Tests
IDENTIFIERS- *Color Discrimination

This manual contains a work sample intended to assess a handicapped student's ability to see likenesses or differences in colors or shades, identifying or matching certain colors, and selecting colors that go together. Section 1 describes the assessment and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. Section 3, on administration, provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. This section also contains instructions for task procedures actions to be taken, as well as post sample interview topics. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance and a materials list (equipment, source, price). Section 7 cites references. An appendix defines terms. (YLB)

ED 236 469 CG 017 019

Levine, John M.
Social Comparison and Education.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTIONS- Classroom Design; *Classroom Environment; *Cognitive Development; *Developmental Stages; Educational Objectives; Models; Motivation; *Peer Evaluation; Peer Relationship; Performance Factors; Self Esteem; *Self Evaluation (Individuals); State of the Art Reviews
IDENTIFIERS- *Social Comparison

The classroom environment elicits social comparison behavior in which a student uses peers' performance as a gauge for his own self-assessment. Social comparison as it relates to ability is a four phase sequential process. In phase one, stimulation of social comparison is elicited through developmentally-determined cognitive capacities and motives and situationally-elicited motives. Social comparison information begins to influence 7 and 8 year old children and increases dramatically thereafter. Once social comparison interest is elicited, the individual moves into phase two, in which he behaves in ways designed to obtain comparison information. This acquisition behavior is twofold: the choice of comparison person(s), and the timing and mode of information acquisition. An individual's choice of a comparison person is based on the specific motive underlying comparison, the degree of satisfaction, and developmental/temporal needs. Once the comparative data are collected the individual enters phase three, in which he has a perception of his relative performance; i.e., superior, equal, inferior. The fourth and final phase of the process concerns the individual's reaction to perceived relative performance, both intrapersonally and interpersonally, on cognitive, affective, and behavioral levels. Intrapersonally, comparison information affects performance expectancies and attributes, self-concept, task performance, and self-reward. Peer performance attributes, attraction/popularity, competitiveness, aggression and classroom disruption are all possible interpersonal responses to social comparison. Implications for classroom design and educational goals are discussed. Extensive references complete the article. (BL)

ED 236 484 CG 017 034

Suggestions for Survival for Counselors and Other Guidance Specialists.

California State Dept. of Education, Sacramento.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Education; *Counseling Effectiveness; *Counseling Services; *Counselors; Educational Environment; Guidance Objectives; *Guidance Personnel; Guidance Programs; Legislation; *Program Effectiveness; Pupil Personnel Services; Resource Materials; Student Personnel Services
IDENTIFIERS- *Survival Skills

This guide is written for counselors and guidance specialists as an awareness and strategy development program for the survival of school based guidance programs. A letter of survival hints, including the importance of political awareness, introduces the guide. A true/false quiz on what makes a difference in guidance programs points out areas of effectiveness. Additional survival skills aids focus on evaluating program effectiveness, checking the program, developing a career education program, replicating successful practices, initiating new ideas, trying new approaches, publicizing the program, improving school climate, developing a district guidance policy, and using available resources. Within each survival skill area, specific strategies, materials, resources, and programs are provided. (BL)

ED 236 549 CS 007 334

Emond, Susie; Stephens, Elaine
Former Secondary Teachers in the Elementary School: Are They Prepared to Teach Reading?
PUB DATE- 6 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Education; Occupational Mobility; *Reading Instruction; Reading Research; *Secondary School Teachers; Teacher Certification; *Teacher Education; Teacher Effectiveness; *Teacher Response; *Teacher Supply and Demand; *Teacher Transfer

With up to one quarter of some school systems' teachers being laid off and reduction-in-force notices routinely given to teachers with even 10 to 15 years seniority, obtaining an additional elementary school endorsement is viewed by many secondary school teachers as a prudent step. To determine secondary school teachers' preparedness in teaching elementary level reading, a study was conducted at Saginaw Valley State College, Michigan, as part of a special pilot program for secondary level teachers seeking elementary level endorsement. First, public and private teacher education institutions in the state were surveyed to determine how they were addressing the problem. Then a literature search was conducted for appropriate instruments to evaluate teacher needs, and, finally, 21 secondary teachers who had enrolled in six semester hours of course work in elementary level reading responded to simulations of typical reading situations. Results indicated (1) little consistency throughout the state on the number of courses, the course content, or the student teaching experience needed to satisfy endorsement requirements; (2) lack of standardized measures to assess needs or to generate information on appropriate programs; and (3) secondary school teacher emphasis on a content-centered approach to reading instruction, despite reading experts' current stress on the reading process. (HOD)

ED 236 628 CS 207 903

Shuman, R. Baird
Fantasy and the Brain's Right Hemisphere.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cerebral Dominance; *Child Development; *Cognitive Development; Comics (Publications); Creative Thinking; Elementary Secondary Education; *Fantasy; Legends; Literature Appreciation; Mythology; *Neurological Organization; Science Fiction; *Teacher Role

While the left hemisphere of the brain is responsible for logical and verbal activity, the right brain is the center of much of human feeling and emotion. Its vision is holistic rather than segmented or compartmentalized. Although schools today are geared almost exclusively to training the brain's left hemisphere, fantasy literature can provide children with the opportunity to engage the whole brain. As fantasy demands visualization, it immediately engages the right hemisphere. Having developed a strong background in fantasy literature, most children begin school with a good base on which teachers can build. In the early grades, fairy tales, fables, and myths should make up the storytelling and reading activities. During the middle school or junior high school years, myths such as the Icarus or Hercules legends will interest students, and as they pass through various stages of initiation the Arthurian legend will appeal to them. Science fiction is another popular type of fantasy. The study of such literature can jar students out of linear thinking, help them to synthesize ideas, and encourage them to think holistically. The teacher who is aware of how the two hemispheres of the brain operate is in an excellent position to help students achieve the kind of independent and original thinking that will result in fuller and more productive lives. (HOD)

ED 236 693 CS 207 976

Strickland, K. James
The Computer as a Tool for the Invention Stage of Writing.
PUB DATE- 14 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Programs; Higher Education; *Prewriting; Rhetoric; *Writing Instruction; *Writing Research
IDENTIFIERS- *Heuristic Methods; *Invention (Rhetorical)

Computers, if programed to respond to writer-generated content with heuristic strategies, can guide the writer in the prewriting stage. Heuristics are problem solving strategies that can aid the writer in exploring a topic either through a systematic posting of relevant questions or through an unsystematic process of free-association. To date the only experimental research linking computers and heuristics has been Hugh Burns's "Stimulating Rhetorical Invention in English Composition through Computer-Assisted Instruction," which found that, in a 30-minute period, computer assisted systematic heuristics generated a greater quantity of ideas than traditional unsystematic heuristics. However, the study never determined if the use of computer assisted instruction (CAI) to stimulate rhetorical invention actually helped the writer to write. In a current study, CAI instruction in invention is being compared with traditional classroom invention instruction. The study makes a distinction between systematic and unsystematic heuristics and will look at the quality of the ideas produced by measuring the proportion of ideas used in the actual writing that were produced in the heuristic exercises. This study may show not only that CAI employed during the invention stage helps writers write, but that CAI using systematic heuristics will provide the most beneficial combination. (A list of questions about computers, along with their answers, is appended.) (HOD)

ED 236 709 CS 504 335

Ledingham, John A.
Characteristics of Cable Access Centers in the Top 100 Media Markets.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cable Television; *Communication Research; Communications; *Community Services; *Dial Access Information Systems; Government Role; *Information Sources
IDENTIFIERS- *Cable Access Centers

A study examined cable access centers--studios established by cable television systems for the use of community groups, institutions, and individuals--in order to identify the characteristics of those used frequently. Data were gathered from 119 respondents concerning 34 access centers in major metropolitan areas in the United States. The findings indicated that the number of cable access centers is growing, and that the majority of them are funded directly by the local cable company (or indirectly through a city's use of franchise fees). Most centers have paid directors and staff and state-of-the-art equipment, but differ widely in their number of programing hours and the programing content. In addition, the study found that access coalitions existed in the majority of communities with a center, and that at least half of the centers were required as a condition of the franchise agreement. Oversight by the local cable company appeared to be important to the level of activity of a center, and most centers engaged in public information practices, although the degree and techniques varied. (FL)

ED 236 328　　　　　　　　CE 037 347

National Apprenticeship and Training Standards for Dental Technicians. Revised.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Allied Health Occupations Education; *Apprenticeships; Curriculum; Definitions; *Dental Technicians; Educational Policy; Educational Practices; *Employment Practices; Guidelines; Job Training; Labor Standards; Program Administration; Program Development; *Program Implementation; *Work Experience
IDENTIFIERS- National Association of Dental Laboratories; National Standards

These national standards contain information for establishing and operating effective apprenticeship programs for dental technicians. Included in the volume are the following: definitions; provisions of the standards (equal opportunity in apprenticeship; terms of apprenticeship; apprenticeship agreements; ratios of apprentices to dental technicians; probationary periods; credit for previous experience; hours of work; compensation; examinations; work experience; related instruction; apprentice records, reports, and examinations; selection procedures; accident prevention; adjusting differences; and certificates of completion of apprenticeship); the apprenticeship and training policy of the National Association of Dental Laboratories; and guidelines for adapting national standards to local use (the national apprenticeship and training committee, employers and supervisors of apprenticeship and training, ratios of apprentices, filing with the registration agency, consultants, terms of apprenticeship, rates of pay, supervision, and modification).

Concluding the guide are specifications of the training hours for dental technicians in the following areas: dentures, crown and bridge, ceramics, and casting. (MN)

ED 236 342 CE 037 382

Bourque, Janet
Parenting for Yourself and Your Child. A Parenting Curriculum for High Risk Families. Neglectful and Abusive Parents: Curriculum Development and Pilot Program. Final Report.
Lake Washington Vocational Technical Inst., Kirkland, WA.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Behavioral Objectives; *Child Abuse; Child Development; *Child Neglect; Communication (Thought Transfer); Community Resources; Course Descriptions; Curriculum Guides; Discipline; *Family Problems; Guidance; Learning Activities; Parent Child Relationship; *Parent Education; Self Esteem
IDENTIFIERS- Anger; Stress (Biological)

Developed for use by parent educators and others working with high risk, abusive, or neglectful families, this curriculum guide is intended to enable and facilitate the growth of this target population in key parenting learning and skill areas. Section 1 provides an overview of the manual, offers suggestions for home visits following each class session, and details classroom procedures and techniques. Section 2 is the curriculum guide with materials for 10 sessions on self-esteem, communications (2 sessions), the past and change, child development, anger, guidance, discipline, stress, and resources. Each session is a self-contained unit with class objectives, a class outline, preclass preparation requirements, and activities for the session with time estimates.

Teachers' notes provide directions and comments for leading the activity and facilitating discussion. The text is written so that it can be taught verbatim. An appendix to each session includes supplements, class handouts for duplication, a bibliography, a resource list, in-class homework assignments, the home lesson activity, and a home visit information sheet. Section 3 contains resources on child abuse and neglect. Two monographs are included to give instructors understanding and insight into abusive and neglectful parents. Various materials from the Council for Prevention of Child Abuse and Neglect are also provided. (YLB)

ED 236 371 CE 037 427

Bendick, Marc, Jr.
Workers Dislocated by Economic Change: Toward New Institutions for Midcareer Worker Transformation. Research Paper.
Urban Inst., Washington, D.C.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Vocational Education; Career Education; *Employment Programs; *Employment Services; *Federal Aid; Federal Government; *Federal Programs; *Job Development; Job Placement; Job Search Methods; Job Training; Models; Public Policy; *Retraining; Unemployment
IDENTIFIERS- Comprehensive Employment and Training Act; *Dislocated Workers

The federal government needs to provide employment and training assistance to help dislocated workers to become reemployed. Worker mobility assistance should not be focused upon as a major thrust of reemployment programs, since American workers are remarkably resistant to pressures to move to more promising labor markets. Efficient and effective forms of federal aid to dislocated workers are job searching assistance in the period immediately following dismissal and financial assistance for specific skill training for a subset of workers who will be making a major occupational transition. The Comprehensive Employment and Training Act delivery system designed to serve disadvantaged persons should not be the delivery vehicle for serving dislocated workers who share employment and training needs in common with the mainstream work force. The service delivery institutions for meeting these needs should serve the entire work force. Appropriate delivery institutions are a short-term job development and placement operation that would move temporarily into locales of massive layoff or substantial long-term economic decline modeled on the Canadian Manpower Consultative Service and a national training fund for workers seeking midcareer retraining modeled on the French Further Vocational Training System. (YLB)

ED 236 500 CG 017 051

Keller, John W.; Piotrowski, Chris
Psychiatric Psychopathology: A Practicum Approach.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Clinical Psychology; *Clinical Teaching (Health Professions); *Counselor Training; Course Descriptions; Graduate Students; Higher Education; Mental Disorders; *Practicums; Psychiatric Hospitals; *Psychiatry
IDENTIFIERS- *University of West Florida

This paper describes the University of West Florida graduate level, didactic/experiential course in psychopathology which has been offered since 1975 to introduce clinical psychology students to the applied and practical aspects of psychiatry. Elements of the basic practicum course are described: (1) each student is assigned to a psychiatrist on a psychiatric unit, and makes rounds two mornings each week to observe psychiatrist-patient interactions; (2) a specific disorder is studied each week; (3) all students meet in a seminar every second week; (4) on alternative weeks students attend a professional psychiatric lecture; and (5) students write a weekly report. Goals and benefits of the course are listed including observation of clinical symptoms and techniques; familiarity with psychotropic drugs and their effects; ability to differentiate types of mental illness; confidence and comfort in interacting with pscyhiatrists and mental health settings; and an awareness of the range of professional techniques available. (Formal evaluations of the course indicate that students find the practicum course valuable, especially for learning about psychotropic drugs and the diversity of psychological disturbances). (WAS)

ED 236 533 CS 007 134

Cassidy, Jack
Reading for the Able: The Think Box.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Academically Gifted; Cognitive Development; *Critical Thinking; Elementary Education; *Enrichment Activities; *Independent Study; Learning Activities; Learning Modules; Reading Instruction; *Reading Skills
IDENTIFIERS- PF Project

A Think Box is a collection of independent activities based on one theme and housed in an easily transportable container. It is intended to be used as enrichment for students who have already completed their assigned work. The activities are designed to develop higher level skills such as critical thinking or creative reading. They can be part of any curriculum area, but they have particular applicability to reading. A Think Box generally contains 15 task cards, two games or puzzles, and three "other things." Included in this short article is an example of a task card used in a Think Box based on the Laura Ingalls Wilder book, "Little House in the Big Woods." (DC)

ED 236 580 CS 007 374

Tucker, Nicholas
The Child and the Book; Exceptions and the Rule.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Age Differences; Authors; *Child Development; *Childhood Attitudes; *Childrens Literature; Cognitive Processes; *Developmental Stages; Elementary Secondary Education; Readability; *Reader Response; *Reading Interests; Reading Research
IDENTIFIERS- Piagetian Stages

Studies suggesting appropriate literature for children at various stages of social and intellectual development can offer only a general picture of children's changing response to literature. While smaller children appear to prefer shorter stories in simple language, for example, they readily accept the unfamiliar place names or nonsense words of nursery rhymes. As this pleasure in the occasional new word or idea suggests, children move at individual and uneven rates from the known or expected to the new. Although each child's response to the balance of strange and familiar in a book differs, the best children's authors appear to know intuitively how to mix the stimulating and the reassuring, and how to balance conservatism and innovation in language and plot. (MM)

ED 236 726 CS 504 424

Edwards, Christie Lou
Censorship in Schools: A Missouri Community's Experience.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-480
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Attitudes; *Board of Education Role; *Censorship; Court Litigation; Elementary Secondary Education; *Instructional Materials; Parent Role; Parent School Relationship; Reading Material Selection; School Community Relationship; Social Environment
IDENTIFIERS- *Freedom of Information; Missouri

When parents called for the removal of certain classroom and library materials from the Mexico, Missouri, public schools in 1982, the Mexico Board of Education unanimously refused their request. After separate complaints about the magazine "Humanist," a film of Shirley Jackson's story "The Lottery," as well as her book "The Lottery: Adventures of a Demon Lover," and another book entitled "Julie of the Wolves" were rejected by an established review committee, the school board became the parents' last forum for local appeal. The complaints and subsequently formed parent-watchdog groups in Mexico reflected a national trend. A poll on censorship related issues indicated that (1) challenges to classroom and library materials occurred in more than one in five public schools between 1978 and 1980; (2) challengers had not fully read or viewed the materials cited as objectionable in one third of the cases; (3) more than one half of the challenges resulted in the removal, restriction, or limited availability of materials; and (4) challenges to schools with formal written selection and removal policies--like Mexico--were more likely to be overruled. While possibly stemming the flood of challenges to school districts' control over reading materials, the Supreme Court's 1982 Island Trees, New York, decision giving school boards only limited discretion in removing library books failed to provide guidelines for removal of materials and did not influence procensorship decisions of many lower courts. (HTH)

ED 236 441 CG 016 990

Truckenmiller, James L.
Differential Prediction of Alcohol vs. Hard Drug Use Levels in a General Youth Sample via the HEW Youth Development Model's Community Youth Program Impact Scales, Age, and Sex.
PUB DATE- Aug 82

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; Alcoholism; Delinquency; *Drug Abuse; *Drug Use; Interpersonal Relationship; Opportunities; Parent Child Relationship; *Peer Relationship; Predictive Validity; *Predictor Variables; Secondary Education; Youth Problems
IDENTIFIERS- *Impact Scales

Recent national surveys have found marked increases in the use of illicit drugs and alcohol among adolescents. To investigate differential prediction of alcohol versus hard drug use amoung youths, 6% of the youths, aged 10-19, from a Pennsylvania county school system (N=1,689) were assessed on the HEW Community Youth Program Impact Scales. The 12 scales assess social-psychological youth development dynamics, e.g., powerlessness vs. control, perceived negative/positive labeling, perceived access/lack of access to educational roles, self esteem, and parental rejection. An analysis of the results showed peer relationship variables were most predictive for alcohol use levels, and youth-adult disaffiliation variables were most predictive for hard drug use levels. Youth perceived access to educational and occupational roles did not predict either alcohol or hard drug use levels. Moderate or high frequency alcohol use was reported in 37.4 percent of the sample, while 1.8 percent of the sample reported hard drug use. (Difficulties with 96 percent false positives for high frequency hard drug use are discussed and nine tables of data analyses are appended.) (Author/BL)

Statement of Censorship and Professional Guidelines.

National Council of Teachers of English, Urbana, Ill.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Freedom; *Censorship; Curriculum Development; Elementary Secondary Education; *English Curriculum; *Evaluation Criteria; Guidelines; *Instructional Materials; *Language Arts
IDENTIFIERS- Fact Sheets; National Council of Teachers of English; PF Project; *Professional Guidelines

Designed for language arts teachers, the fact sheet is arranged into four short parts. Part 1 provides a brief statement by the National Council of Teachers of English regarding its position on censorship. Part 2 briefly describes the distinction between censorship and professional guidelines. Part 3 gives five examples of censorship and five examples of professional guidelines, to illustrate the distinction between the two. The final part lists six

practical suggestions for writing professional guidelines. (LH)

ED 236 613 CS 207 707

Einsiedel, Edna F.
Freedom of Information in a Parliamentary Government: Canada's New Access to Information Legislation.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Federal Legislation; *Federal Regulation; Foreign Countries; Freedom of Speech; Government Publications; *Government Role; Mass Media; Media Research; *Privacy
IDENTIFIERS- *Canada; *Freedom of Information; Government Records

Despite a tradition of government secrecy, Canada recently adopted freedom of information legislation. Reflecting greater public and media interest in the issue of public access to information and government secrecy, Bill C-34, the Access to Information Act, received royal assent in 1982, as did a privacy act, enacted to protect the complementary right to individual privacy. The major issues covered in the Access to Information legislation include the question of who has access to government information, procedures for obtaining the information, the appeal process, and exemptions. While the Act has a number of positive features--it establishes a two-tiered review of the legislation and, by its very existence, encourages greater openness in government--it also has serious weaknesses. The fee for viewing government documents, for example, discrimimates against the individual citizen, and critics have suggested that the many exemptions in some ways fortify secrecy rather than limit it. It is apparent, comparing Bill C-34 as introduced with the Act as passed, that more limitations were imposed, resulting in a more restrictive statute. The limitations strongly suggest that individuals in Canada have access only to information the government wants them to have. (HTH)

ED 236 645   CS 207 920

Oliver, Jo Ellen
A Tentative Criterion-Referenced Test to Measure Thinking Processes, Form A and B.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Beginning Reading; *Cognitive Processes; Cognitive Tests; Criterion Referenced Tests; Elementary Education; *Reading Comprehension; *Reading Skills; Synthesis
IDENTIFIERS- *The Research Instruments Project

Designed to measure children's abilities to synthesize concepts from several sources, this measure is based on the assumptions that children move from the concrete to the abstract, from specific to generic, and that the ability to synthesize and form new concepts is an important prerequisite to reading comprehension. Each form of the test is divided into three parts, with the first part focusing on letters, the second part on words, and the third part on stories.

(This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (7-11 years), purpose, and physical characteristics.) (JL)

ED 236 662 CS 207 937

Denburg, Susan Dalfen

The Interaction of Picture and Print in Reading Instruction.

PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Illustrations; Independent Reading; Measures (Individuals); Primary Education; *Reading Instruction; *Word Recognition
IDENTIFIERS- *The Research Instrument Project

Designed to consider whether pictures might facilitate word identification and word learning and to determine the most appropriate design of pictures to aid in independent reading, this instrument consists of 24 sentences and accompanying pictures that completely or partially represent the noun information in the sentence. Substitutions for the target words are categorized according to their degree of "graphic proximity" (degree of graphemic similarity between observed and correct responses) and contextual congruency. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (primary), purpose, and physical characteristics.) (HTH)

ED 236 678 CS 207 954

Yee, Nancy
Writing Proficiency Examinations: A New Perspective on Writing Labs.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Area Writing; Educational Trends; *Evaluation Methods; Faculty Development; Higher Education; Inservice Teacher Education; Surveys; *Testing; *Writing Evaluation; *Writing Improvement; Writing Instruction
IDENTIFIERS- *Writing Laboratories

Fifty-five colleges that require graduating students to pass a writing proficiency examination were surveyed as to the form and nature of their examinations and the formal preparation and follow-up procedures offered to students taking the examinations. The examination formats fall into three broad categories: 62% are essay only, 31% are essay plus objective tests, and 2% are standardized, machine scored tests. Half the colleges reported that over 70% of their students pass on the first try. Seventy-five percent of the schools use a holistic scoring technique for evaluating exams. The survey revealed that the recent interest in writing proficiency requirements is creating renewed interest in the writing lab as an important campus resource. Ninety percent of the schools have a writing lab, and approximately 20% of those require students who fail the writing proficiency exam to attend a writing lab or workshop. These data suggest that the writing center/lab should do more than provide basic skill training in writing. Rather, the lab can serve as a resource for the entire faculty, helping them deal more effectively with writing problems in all disciplines by providing (1) writing across the curriculum seminars, (2) faculty training workshops in diagnostic procedures, (3) diagnostic materials and composition exercises supported by research on the relationship between cognitive development and writing ability, and (4) materials and workshops on problems confronting writers at all levels of writing ability. (HTH)

ED 236 710 CS 504 342

White, Sylvia E.
The Effect of the Form Complexity of Television on the Identification/Recognition Process.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Behavioral Science Research; *Cognitive Processes; College Students; Perception Tests; *Recall (Psychology); Research Methodology; *Television Viewing; *Visual Discrimination; Visual Perception; *Visual Stimuli
IDENTIFIERS- *Form Complexity

To measure how the complexity of a television image affects the viewer's ability to identify or recognize visual details within the image, two coders rated the form complexity of 30 public service announcements, basing their evaluation on the familiarity of the images in the announcements, the rate at which they presented new information, and the number of simultaneous inputs they contained. Subjects, 30 male and 39 female college students, viewed the spots and were asked to identify letters flashed on the screen in a random pattern for varying amounts of time and to memorize visual details from the announcements. A one-way analysis of variance revealed that as form complexity increased, scores in letter identification decreased. Following the experiment, subjects completed a multiple choice test measuring their recall of visual details from the spots. Contrary to expectations, results indicated that as visual complexity increased, subject recall decreased, which suggested that letter identification does not represent a pure measure of processing demands during normal visual recall. Although limited in scope, the findings indicated that highly complex visuals may not be useful for conveying factual information needed for recall. (The coding scheme and tables of data are appended.) (MM)

ED 236 314 CE 037 043

Arman, Ruby L.; Arman, Mohammad R.
Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels. (Student Study Guide).

Pittsburg State Univ., Kans. Dept. of Vocational-Technical Education.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
PUB DATE- 30 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Aptitude Tests; Behavioral Objectives; *Career Choice; *Career Education; Decision Making; Employer Employee Relationship; Employment Interviews; Financial Support; Interests; Job Application; *Job Search Methods; Learning Activities; Nonverbal Communication; Occupational Information; Portfolios (Background Materials); *Prevocational Education; Secondary Education; Self Evaluation (Individuals); Student Educational Objectives; Student Financial Aid; Units of Study; *Vocational Aptitude; *Vocational Interests; Work Environment
IDENTIFIERS- Dictionary of Occupational Titles; Kansas; Resumes

This student guide consists of 17 units of study for use in a prevocational career education course geared toward ninth and tenth grade students. Covered in the individual lessons are the following topics: assessing personal interests, using the Dictionary of Occupational Titles, identifying occupational choices, identifying vocational and educational choices, making decisions, understanding how people communicate nonverbally, making educational or training plans, financing education or training, understanding the types of work available, understanding working conditions and physical demands, examining employer-employee relationships, obtaining information concerning job openings, preparing a resume, completing application forms, and interviewing for a job. Each lesson contains some or all of the following: lesson objectives; an information assignment; supplementary teaching items; classroom, laboratory, shop, or other activities; a lesson review; information sheets; and assignment sheets. (MN)

ED 236 385 CE 037 473

Supervise Vocational Education Personnel. Revised Edition. Module LT-D-2 of Category D--Personnel Management. Competency-Based Vocational Education Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-160-4
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; *Administrator Responsibility; *Administrator Role; Competence; Competency Based Education; Higher Education; Independent Study; Inservice Education; Learning Activities; Learning Modules; Management Development; *Personnel Management; Programed Instructional Materials; *Teacher Supervision; *Vocational Education

This module, one in a series of competency-based administrator education learning packages, focuses on specific professional competencies needed by vocational education administrators. The competencies upon which these modules are based were identified and verified through research as being important to the success of local administrators of vocational education at the secondary or postsecondary level. The materials are designed for use by administrators or prospective administrators working individually or in groups under the direction of a resource person. This module is designed to help vocational education administrators to develop the skills needed to enable them to effectively supervise instructional personnel, which in turn can lead to (1) optimum performance by teachers and optimum learning by students, (2) high student and staff morale, and (3) achievement of one of the institution's primary goals: preparing students to enter the world of work successfully. This module contains an introduction and three sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for that experience and a brief description of what the learning experience involves. Outside resources are suggested. The final learning experience requires the student/administrator to demonstrate an actual administrative situation in which vocational education personnel are supervised to the satisfaction of a resource person who is assessing competence in the situation. (KC)

ED 236 412 CE 037 565

Women's Career Choice Equity Legislation. Hearing before the Subcommittee on Social Security and Income Maintenance Programs of the Committee on Finance. United States Senate, Ninety-Eighth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.
PUB DATE- 28 Jul 83

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Career Choice; Demography; *Economic Opportunities; Employed Women; Equal Opportunities (Jobs); *Federal Legislation; *Females; Financial Needs; Financial Support; Hearings; Homemakers; Individual Needs; Influences; Labor Force; Labor Legislation; Older Adults; Salary Wage Differentials; *Sex Discrimination; *Sex Fairness; Sex Role
IDENTIFIERS- Congress 98th; *Social Security

These Congressional hearings contain testimony pertaining to the passage of women's career choice equity legislation. The hearings were convened to determine whether federal law, either directly or indirectly, regulates economic opportunities for women in such a way as to alter their career choice between paid employment and homemaking. During the hearings, testimony was provided by representatives from the Social Security Administration, the American Association of Retired Persons, and Eagle Forum. (MN)

ED 236 455 CG 017 005

Kelly, F. Donald; Chick, Joyce M., Ed.

Basic Parent Counseling Skills for the Occupational Specialist. Competency-Based Modular Series.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Behavior Problems; Child Development; Competency Based Education; *Counseling Techniques; *Counselor Role; *Counselor Training; Human Relations; Inservice Education; Learning Modules; *Parent Child Relationship; *Parent Counseling; Programed Instructional Materials; School Counselors; *Sensitivity Training; Units of Study
IDENTIFIERS- *Occupational Specialists

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to help the specialist better understand the nature of children's behavior and the processes that both impede and facilitate the development of constructive attitudes and behavior patterns for work and life. Other modules in this set of three are Basic Counseling for Personal Concerns for the Occupational Specialist, and Basic Vocational Counseling Skills for the Occupational Specialist. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 8 enabling elements or lessons. The enabling elements deal with roles of the occupational specialist in counseling parents, children's misbehavior, assessing a problem behavior sequence, punishment, natural consequences, encouragement, barriers to effective communication, and horizontal communiation. Each lesson includes a self-test; a post-assessment covering the entire module and a bibliography complete the booklet (JAC)

ED 236 485 CG 017 035

Terrill, Jerry; And Others
Unified State Plan for Guidance, Counseling and Placement in

Colorado. Grades K-6.
Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Awareness; Community Resources; Counseling Services; Counselors; *Elementary Education; Guidance Objectives; *Guidance Programs; *Needs Assessment; Outcomes of Education; *Pupil Personnel Services; *School Counseling; School Guidance

This guide, one of three units in the Colorado state plan for guidance program development, is written for educators as both a guideline and a needs assessment instrument to assist in the identification of deficit areas in school guidance programs. In a beginning section, this unit for the elementary years provides a brief philosophy of elementary guidance and definitions of commonly used terms (e.g., guidance, counseling, career education). The three areas covered by the state plan are presented and include: (1) program components (counseling, consulting, coordinating, and budget, staff, facilities, and professional growth); (2) student outcomes in ten areas (e.g., self-esteem, communication skills, career awareness, role responsibility, problem-solving); and (3) use of resources (business, industry, community). The format of the guide is a series of charts which present either goals and objectives, and sections for recording current activities and the strengths and weaknesses of the current program (Program Components section); or suggested activities/topics and space for marking current practice at each grade level (Student Outcomes section). The Use of Resources section lists suggestions for a resource file and provides program planning sheets. The appendices contain the statement of purpose and membership list of the Colorado Advisory Council for Guidance, Counseling and Placement, and an outline of occupational clusters. (BL)

ED 236 517 CG 017 069

Knapp, Samuel; Edmiston, Andrew J.
An Evaluation of a University Counseling Service.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Students; *Counseling Effectiveness; *Counseling Services; Females; *Higher Education; Individual Counseling; *Program Effectiveness; Sex Differences; Student Attitudes; Student College Relationship; Student Needs; *User Satisfaction (Information)
IDENTIFIERS- *Lehigh University PA

Similar to other mental health agencies, university counseling centers are being asked to document the quantity and quality of their work. To evaluate the University Counseling Service (UCS) at Lehigh University a 6-year study was conducted to assess utilization patterns (using 2 years of intake information), student concerns (using the Counseling Services Assessment Blank (CSAB),) and student satisfaction with services (using a Likert scale rating form). An analysis of the results showed that women and arts and science students sought counseling more frequently than any other group. The self-reported areas of concern among clients varied according to sex and class. Women were more likely to seek personal counseling. Freshmen and sophomores were more likely to request vocational or educational counseling. The clients' self-reported satisfaction with counseling did not vary according to class or sex, but clients reported greater satisfaction with personal counseling than with vocational or educational counseling. Future research should focus on specific elements which contribute to client satisfaction, e.g., client attitudes, client diagnosis, counselor/client sex pairing, or treatment procedures. (Author/BL)

ED 236 534 CS 007 135

Sampson, Delores
Children and Books.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- Art Activities; *Books; *Childrens Literature; Class Activities; Elementary Education; Interdisciplinary Approach; Learning Activities; *Literature Appreciation; *Reading Attitudes; *Reading Instruction; Reading Readiness; Teaching Methods; Young Children
IDENTIFIERS- PF Project

Activities and teaching methods for involving children (especially young children) in literature are presented in order to establish positive attitudes towards reading. Ideas are provided for use with wordless books, patterned or repetitive books, books organized around a theme, and picture books. The activities, each related to specific children's books, include having children dictate group stories, predict what will come next, make their own "look and see" books, put random pictures in sequence, and engage in cooking activities. Further ideas are offered for developing language and imagination. Step-by-step guidelines are given for the following art activities: (1) torn paper art; (2) tissue paper collages; (3) block printing with styrofoam; (4) texture rubbings; and (5) flannelboard figures. The article concludes with a bibliography of 26 children's books which are used with the activities. (DC)

Norby, Janet R.
What To Do Till the Book Salesmen Come or Making Basal Reader Adoptions Work.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basal Reading; *Decision Making; Elementary Education; Elementary School Teachers; Evaluation Criteria; Reading Instruction; *Reading Material Selection; Reading Programs; Teacher Attitudes; *Teacher Role; *Textbook Evaluation; *Textbook Selection

When elementary school teachers serve on a committee to select a new basal reader program, they must represent their school's unique needs. To develop their awareness, the selection committee should address such questions as: What kind of program improvements are teachers hoping to get? What kind of articulation will be needed between this program and a succeeding one? What is the district policy on reading? What are the community values with regard to reading? What type of program has the staff been teaching and for how long have they been teaching it? What are the overall characteristics of the students for whom the program is intended? and What general conclusions do test data suggest? By the time a final selection of a reading program nears, the teachers will have developed a rationale for making a change. Then the committee has to answer a second set of questions on the changes required by the new program and the impact of these changes on various groups. Such questions might include the following: How will this selection improve the program? Will there be a consistency with what the students have learned in the old program? Will teachers need retraining? How expensive will this program be to maintain? How will this program affect parents? and Do faculty members believe that they have had adequate participation in the change of program? By answering these questions, teachers may significantly increase general satisfaction with their basal reader selection. (HOD)

ED 236 565 CS 007 353

Pearson, P. David; Gallagher, Margaret C.
The Instruction of Reading Comprehension. Technical Report No. 297.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ.,

Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; *Literature Reviews; Models; Program Evaluation; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Strategies; Research Methodology
IDENTIFIERS- *Comprehension Monitoring; *Theory Practice Relationship

Research in reading comprehension was reviewed in order to characterize, summarize, and evaluate its contribution to principles of instructional practice. Studies were divided into four major research traditions: existential descriptions, existential proofs, pedagogical experiments, and program evaluations. An examination of these four frameworks revealed several generalizations. For example, existential proofs comparing good and poor readers or older and younger readers established that several behaviors related to strategy use and monitoring discriminate between mature and novice or good and poor readers. On the other hand, existential descriptions of classroom practices and manual suggestions revealed little explicit teaching of either comprehension or comprehension monitoring strategies. The studies also indicated one model of instruction that emphasized guided practice, independent practice, and feedback. Using this model, teachers can train students to summarize an expository passage, ask questions about it, detect difficult portions, and make predictions about following passages, eventually assuming responsibility for monitoring these tasks themselves. (HOD)

ED 236 629   CS 207 904

Emig, Janet; King, Barbara
Emig-King Attitude Scale for Teachers.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Change; Attitude Measures; Higher Education; Measures (Individuals); *Teacher Attitudes; *Writing (Composition); Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *The Research Instruments Project

Designed to measure attitudes toward writing and changes in attitudes toward writing held by preservice and inservice teachers, this scale contains 50 statements representing three categories: preference for writing, perception of writing, and process of writing. Respondents circle one of five points ranging from "almost always" to "almost never." Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (teacher knowledge and attitudes), title, author, date, age range (adult), purpose, and physical characteristics.) (HTH)

ED 236 694 CS 207 979

Sipple, Jo-Ann M.

Interdisciplinary Connections among Writing Theories and Teaching Practices.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Applied Linguistics; Curriculum Development; Elementary Secondary Education; *Interdisciplinary Approach; *Linguistic Theory; *Models; *Teacher Role; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Theory Practice Relationship

Instructors' knowledge of linguistics can affect the way they teach writing. For example, in traditional linguistics, O. Jespersen's important contribution is his descriptive rather than prescriptive study of English in a historical context. Writing teachers influenced by Jespersen will place students in writing situations where they do not rely on their conscious attention to prescriptive rules but rather practice writing according to the norms of acceptable prose. In structural linguistics, L. Bloomfield's and C. C. Fries' form classes may influence teachers to describe words and word sequences according to their functions and position in sentences. While ideas from transformational-generative grammar may seem more remote to teaching writing, the concept of linguistic competence offers a good rationale for engaging students in writing tasks without offering them any prior, formal instruction in grammar. These connections between linguistic theories and teaching practices offer teachers a wealth of resources for creating writing pedagogies. One pedagogical model for writing that can help teachers plan their program is rooted in such linguistic theories as multidialectalism, code-switching, and sentence pattern analysis as well as in learning theories such as transfer learning, operant conditions, and sequencing. Such model building allows teachers to discover theories in writing education and translate them into justifiable teaching practices. (HOD)

ED 236 329 CE 037 348

National Apprenticeship and Training Standards for Sign, Display, and Allied Workers Industry. Revised.

Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.

PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Affirmative Action; *Apprenticeships; Committees; Contracts; Definitions; *Display Aids; Educational Practices; *Employment Practices; Federal Legislation; Guidelines; Job Training; Labor Legislation; Labor Standards; *Merchandising; Program Development; Program Implementation; Recordkeeping; Safety; *Sign Painters; Signs; Vocational Education; Work Experience
IDENTIFIERS- National Standards

These national standards are designed to provide a uniform pattern for establishing and operating effective apprenticeship programs for sign, display, and allied workers. Included in the volume are the following: provisions of the standards (definitions, qualifications for apprenticeship, selection of apprentices, terms of apprenticeship, related instruction, ratios of apprentices to journeymen, apprentice agreements, probationary periods, apprentice wages, veterans allowances, credit for previous experience, basic hours of work for apprentices, supervision of apprentices, consultants, accident prevention, adjusting differences, work experience, and certificates of completion); adapting national standards to local use (local joint apprenticeship committees, coverage, duties of local committees, responsibilities of apprentices, modification of standards, filing with the registration agency, and cooperating agencies); and federal laws and regulations affecting the employment and training of apprentices (wage determination regulations for federally financed and assisted construction, joint training funds, equal employment opportunity in apprenticeship and training, safety and health training, and related technical instruction). Appended to the guide are a model affirmative action program, sample work process schedules, and guidelines for apprenticeship recordkeeping. Concluding the guide are lists of regional offices of the Bureau of Apprenticeship and Training, a list of state and territorial apprenticeship agencies, and sample registration and apprenticeship completion certificates. (MN)

ED 236 343 CE 037 385

Holmes, Wally; And Others
Professional Dress for the 80's. Marketing and Distributive Education Program, Professional Dress Unit. Instructor's Guide.
State Fair Community Coll., Sedalia, Mo.
REPORT NO.- MDE-83-120
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Behavioral Objectives; *Clothing; Course Descriptions; Curriculum Guides; *Distributive Education; Females; Hygiene; Learning Activities; Males; *Marketing; Postsecondary Education; Scripts; Transparencies
IDENTIFIERS- *Professionalism

This guide for an adult marketing education course provides instructors with the necessary materials to present a seminar about "image management to project professionalism." General teaching suggestions are provided as well as a course outline and a time chart that provides guidelines for the minimum and maximum time to be spent on each section. The course consists of three sections: importance of developing a professional image through dress, professional images for men, and professional images for women. The second and third sections consist of three parts: clothing for business and professional settings, managing your professional image through dress, and development of a personal action plan. Course content appears on the left-hand side of each page, and appropriate teaching tips appear in the right-hand column. These materials needed to conduct the course are provided: 16 worksheets suitable for reproduction and necessary answer keys, 22 transparency masters, a slide show script, a session critique report format, and a course evaluation form. (YLB)

ED 236 357 CE 037 405

Draft of a Model for Vocational Student Assessment.

Southern Association of Colleges and Schools, Atlanta, Ga.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 30 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Behavioral Objectives; Criterion Referenced Tests; Guidelines; *Models; *Performance Tests; Postsecondary Education; Questionnaires; Secondary Education; State Programs; Statewide Planning; *Student Evaluation; Task Analysis; *Test Construction; Test Format; Test Items; Test Reliability; Test Use; Test Validity; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- Assessment Systems; *Georgia

This volume contains the initial draft of a model for assessing students in vocational education programs in Georgia. Addressed in the first section of the draft are some of the components that are believed to be critical in the development of a model for assessing vocational student achievement, including selecting a program for use in developing the model; verifying duties, tasks, performance objectives, and guides; processing tasks; adopting or adapting tests; developing criterion-referenced tests (CRTs); editing written or performance tests; and administering tests. The second section of the draft, consisting of some of the formats and information necessary for the use of the model, deals with topics such as criteria for selecting an occupational area, developing a questionnaire for use in verifying tasks, specific topics that are covered on given existing vocational achievement tests, standards for evaluating CRTs, procedures for defining testing specifications, and guidelines for developing testing administrative manuals. (MN)

Davidson, Jane S.; Morris, Carol
Foods & Nutrition Curriculum Guide. Energy and the Family.
Lamar Univ., Beaumont, Tex.
SPONS. AGENCY- Gulf States Utilities, Beaumont, TX.
PUB DATE- 83
AVAILABLE FROM- Gulf States Utilities, P.O. Box 2951, Beaumont, TX 77704.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Citations (References); *Conservation Education; Cooking Instruction; Curriculum Guides; *Educational Resources; *Energy Conservation; Family Environment; Food; *Foods Instruction; Home Economics; Homemaking Skills; Home Management; Instructional Materials; *Learning Activities; Nutrition; *Nutrition Instruction; Secondary Education; Transparencies; Units of Study; Values Clarification; Vocabulary

This curriculum guide on foods and nutrition, covering one of the five content areas of the Energy and Family Curriculum Guide, has been designed to provide learning experiences and identify resources that can be used to develop units of study related to energy usage and conservation. The guide is intended for use in comprehensive courses of home economics as well as specialized courses of the home economics subject matter content areas, especially in the state of Texas. The guide contains four units covering energy lifestyles, energy management in food preparation, energy conservation practices in the use and care of food preparation appliances, and planning and preparing energy-efficient meals. For each major concept, the guide provides a competency statement, terminal performance objectives, as well as concepts and generalizations linked to specific learning experiences and resources. The guide contains three appendixes. Appendix A contains a bibliography of books, pamphlets, multimedia materials, and other teaching aids. Appendix B consists of prepared information sheets, games, bulletin board ideas, check sheets, evaluation forms, and transparency masters. Appendix C is a collection of background information that may be helpful to the teacher in using the learning experiences. A glossary completes the curriculum guide. (KC)

ED 236 426 CE 037 626

Drafting Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Disabilities; *Drafting; Engineering Drawing; Industrial Arts; Job Performance; Job Skills; Occupational Tests; Prevocational Education; Scoring; Secondary Education; Technical Education; Testing; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; *Work Sample Tests

This manual contains a work sample intended to assess a handicapped student's interest in and to screen interested students into a training program in basic mechanical drawing. (The course is based on the entry level of an assistant drafter.) Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. Section 3, on administration, provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. This section also contains instructions for task procedures actions to be taken, as well as post sample interview topics. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance, a materials list (equipment, source, price), work sample diagrams and/or photographs, and assembly instructions. Section 7 cites references. An appendix defines terms. (YLB)

ED 236 470 CG 017 020

Makosky, Vivian Parker; Sholley, Barbara K.
The Mating Gradient: Alive and Well on the College Campus.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Behavior; Attachment Behavior; *Behavior Standards; College Students; Congruence (Psychology); Dating (Social); Higher Education; *Interpersonal Attraction; *Interpersonal Relationship; Marriage; *Mate Selection; *Social Behavior; Values
IDENTIFIERS- *Traditionalism

Traditionally, members of couples are similar in age, race, class, appearance and education. But within that common background, men tend to marry women slightly below themselves, a phenomenon known in sociology as the marriage gradient. To determine the extent to which students are comfortable with unequal relationships and traditional and untraditional equalities, 277 predominantly white, middle and upper middle class students (140 male, 137 female), between the ages of 18-23, completed an attitude questionnaire. Two hypothetical situations were presented in which a first spouse was older, taller, more intelligent and richer, and a second was younger, shorter, less intelligent, etc. Students rated their degree of comfort with each spouse on a Likert-type scale and then explained their rating. An analysis of the results showed that students were most comfortable with the traditional inequalities of the mating gradient. College men wanted women who were shorter and better looking than themselves; however, they wanted similarity in earnings, intelligence, age, and education. Women wanted spouses who earned more, were older, better educated, and taller. Exchange theory, social comparison, and role adjustment are possible explanations of why individuals hold to potentially detrimental traditional attitudes. (BL)

ED 236 501 CG 017 052

Moy, Caryl T.; Goodmen, Earl O.
Conceptualizing Supervision on a Developmental Continuum.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classification; *Counselor Training; Experiential Learning; Family Counseling; Individual Development; Models; *Practicum Supervision; Sequential Approach; Skill Analysis; *Skill Development; *Student Teacher Relationship; *Supervisory Methods

Supervisory issues as they relate to the training of family therapists have been a concern for the past two decades. Many developmental theories suggest that the trainee-supervisor relationship moves through a series of stages similar to the process of moving from childhood to adulthood. A few theorists have developed procedures whereby supervisory interactions could be analyzed for the purpose of observing these developmental changes; one model to explore this change was developed at the Northern Illinois University Family Center. Audiotapes of supervisory planning sessions of marriage and family therapy trainees and their three supervisors were used over a 4-month period. Categories of statements within interactions and then category definitions were developed. Fifteen mutually exclusive categories were defined, i.e., exploring emotional responses; expressing emotional responses; encouraging feelings and ideas; reflecting overt messages; giving facts/feelings to impede responses; giving facts/feelings to encourage responses; redirecting communication; requesting information; giving information; giving direction via exploratory questions; giving information with self deprecation; giving information with limitations; giving information with a sense of command; giving information with self assurance; and equal sharing of information and ideas. Current research using this model will attempt to prove that the frequency of certain kinds of statements indicates patterns of change. (BL)

ED 236 581 CS 007 417

Nelson, Robert L.
How College Students Feel about Their School Reading Experiences.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Elementary Secondary Education; Memory; *Reading Attitudes; *Reading Instruction; Reading Materials; *Reading Research; Remedial Reading; *Student Attitudes; *Student Experience; Teacher Characteristics; Teacher Effectiveness; *Teacher Influence; Teacher Role

Students in college developmental reading classes were given a questionnaire about the experiences they had had in reading during their elementary and high school years. They were asked questions about (1) the materials they used in former reading classes, (2) books or stories they had found particulary memorable, (3) the effectiveness of classroom reading methods; (4) the ways in which they learned to read, (5) their reading teachers, (6) any teacher remembered in particular, and (7) their ideas on which of three factors listed (methods used to teach reading, materials used to teach reading, or the reading teacher) is most important in becoming a superior reader. Results showed that both female and male students used more positive than negative words to express their feelings about reading materials and most often mentioned free reading followed by class discussion as the method by which they learned to read. Students directed most negative feelings at the oral, round table system, which could expose them to embarrassment and ridicule. The qualities the students admired most in their teachers were helpfulness, kindness, understanding and warmth. They did not like teachers who were sarcastic, cold, unfair, or too lenient. Finally, students indicated that the major influence on students' reading ability is the teacher. (HOD)

ED 236 598   CS 207 576

General English Requirements: Style Book and Skills Arrays, K-6.
Mount Olive Township Public Schools, Budd Lake, NJ.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTIONS- Elementary Education; English Instruction; *Grammar; *Research Skills; Student Research; Teaching Guides; *Writing (Composition); *Writing Skills
IDENTIFIERS- PF Project

The purpose of this document is to provide teachers with a uniform guide and uniform standards for writing skills, and with general style principles which will provide for an easy flow of student skill development in grades one through six. Included under the major heading of General Skills are: Ten Steps to Better Writing; The Proper Heading; General Requirements for All Written Assignments; Optional Proofreading Marks; and Marking the Writing Exercises. Included under the major heading of English Rules are: Capitalization; Punctuation; Capitalization and Punctuation in Conversations; Titles; Word Division; Numbers; and Abbreviations. Included under the major heading of Research Skills are: The Research Paper; Rules of Form in Making an Outline; Correct Outline Form; Sample Outlines; and Crediting Sources. Charts for tracking mastery of skills are provided for each grade level. (KC)

ED 236 372 CE 037 428

de la Puente, Manuel; Bendick, Marc, Jr.

Employment and Training Programs for Migrant and Refugee Youth: Lessons from the United States Experience. Project Report.

Urban Inst., Washington, D.C.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Bilingual Education; Career Education; Demonstration Programs; Employment Potential; *Employment Programs; Federal Programs; *Immigrants; *Job Training; Postsecondary Education; *Refugees; Vocational Education; Work Experience Programs; Young Adults; Youth; *Youth Employment; *Youth Programs

This report reviews government programs in the United States that serve the educational, training, and employment needs of immigrant and refugee youth. An overview of European immigration to the United States during the nineteenth and twentieth centuries is followed by a presentation of the characteristics of post-1960 U.S. immigrants. Empirically based generalizations related to the adjustment and acculturation of immigrants and refugees are examined. Discussion next focuses on the most serious single problem encountered: language limitation. An analysis of bilingual educational programs includes a summary of legislation, a discussion of competing ideologies that have guided U.S. thinking on cultural diversity and bilingual education, a review of bilingual education models, and synthesis of research findings pertaining to bilingual program effectiveness. Selected government manpower programs that serve the training and employment needs of minority and immigrant youths are then reviewed. Three major strategies are covered: work experience programs in the public sector, employability development programs, and initiatives that seek to involve the private sector. Within each broad strategy, specific exemplary programs are discussed and major evaluation research is reviewed. Finally, some general lessons from the U.S. experience are delineated. Eleven statistical tables and references are appended. (YLB)

ED 236 413 CE 037 566

Anzalone, Stephen J.; McLaughlin, Stephen D.
Making Literacy Work: The Specific Literacy Approach.
Massachusetts Univ., Amherst. Center for International Education.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
REPORT NO.- ISBN-0-932288-73-1
PUB DATE- 83
GRANT- AID/DPE-1406-G-SS-1032-00
AVAILABLE FROM- Publications Assistant, 285 Hills House South, University of Massachusetts, Amherst, MA 01003 ($4.00, plus postage; 20 or more copies, 10% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Basic Education; Adult Education; Adult Literacy; Case Studies; *Developing Nations; Educational Needs; *Educational Planning; Feasibility Studies; *Functional Literacy; Guidelines; *Literacy Education; Models; Needs Assessment; Nonformal Education; Position Papers; Program Development; Program Effectiveness
IDENTIFIERS- *Experimental World Literacy Program; Gambia; *Specific

Literacy

The marked decline in international interest in promoting adult literacy that has occurred over the last decade has had serious consequences for literacy education in third world countries. In general, planning and implementation of literacy instruction in these areas has neither improved nor adapted itself to changing circumstances. While the functional literacy approach has been useful to educational planners in developing nations, the approach has not been without its shortcomings. A more effective approach for use in developing nations is the specific literacy approach. Before undertaking any literacy activity, practitioners using the specific literacy approach first complete a set of preliminary exercises to help them understand the relationship of literacy to a particular situation and to determine whether a given literacy activity is appropriate and feasible in that situation. A good example of such a preliminary planning activity is the 12-step planning sequence used by the Experimental World Literacy Program. When this planning model was applied in a series of case studies in The Gambia, planners were able to analyze the specific literacy requirements of various groups of people as well as their abilities and the circumventions that they used to overcome their literacy needs. The application of this model provides planners with a useful starting point from which to assess the feasibility of specific interventions. (MN)

ED 236 614 CS 207 710

Hamilton, Virginia

Illusion and Reality.

Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0184-6
PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Authors; Biographies; *Characterization; Childrens Literature; *Creative Writing; Creativity; *Fiction; Imagination; Reader Response; Symbols (Literary); *Writing Processes
IDENTIFIERS- Illusions; Personal Experiences; Reality

The fiction writer uses language to create the illusion of reality. A work of fiction is an illusion of life in which characters attempt to transform basic reality by casting their desires and views upon it, thus creating internal conflict between elements of the real and the unreal. Characters must sort out through experiences that enable them to discover what truths finally exist. Every fiction has its own basic reality, through which the life of characters and their illusions are revealed, and from which past meaning often creeps into the setting. The task for any writer is to discover the "reality tone" of each work--the basis of truth upon which all variations on the whole language system are set. Tracking down the source of an idea and discovering the true components of a fiction

are intriguing work, but they are work that is, in a sense, a sideline and after the fact, for it is not necessary to know the source of an idea in order to expand upon it. To get an idea and from it create a system of illusion that readers accept as reality is the most exciting prospect of all. (HTH)

ED 236 646 CS 207 921

Froese, Victor
The Quality, Direction, and Distance of Within Sentence Constraints.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Grade 6; Intermediate Grades; *Language Processing; *Sentences; *Sentence Structure; *Structural Analysis (Linguistics)
IDENTIFIERS- *Constraints; *The Research Instruments Project

Designed to investigate the types of responses given to a sentence completion task when constraint elements of word order, word form, redundancy, distance between lexical items, and the interaction among these elements are considered, this instrument consists of 34 sentences, half of which are high associative sentences, while the other half are low associative sentences. All the sentences follow the same syntactic form; and in each case subjects are required to restore one deleted word, although other words are deleted to study certain constraints. Validity and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (intermediate), purpose, and physical characteristics.) (JL)

ED 236 663 CS 207 938

Brause, Rita S.
Comprehension of Ambiguous and Other Polysemous Utterances: Presented in Written Mode.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Ambiguity; Elementary Secondary Education; *Language Processing; Measures (Individuals); *Reading Comprehension; *Reading Skills; Semantics
IDENTIFIERS- *The Research Instruments Project

Designed to assess comprehension of written ambiguous and polysemous structures, this instrument is a series of written statements that include varying degrees and types of ambiguity. In the first part of the test students are asked to identify (from a choice of three) semantically acceptable paraphrases for an initial sentence. Then students must independently paraphrase in writing all of the meanings in the same set of sentences. In the final part of the test, students are asked to independently paraphrase nine sentences. Comprehension of a structure is demonstrated by two acceptable interpretations out of the three items testing each aspect of ambiguity. (This document is one of those reviewed in The Research Instrument Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (language), title, author, date, age range (ages 10-16), purpose, and physical characteristics.) (HTH)

ED 236 679 CS 207 955

Pavlisin, Peggy Irene
Teaching Revision: An Experiment.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Research; Community Colleges; Comparative Analysis; *Error Analysis (Language); Higher Education; *Revision (Written Composition); *Self Evaluation (Individuals); Student Motivation; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; *Writing Skills
IDENTIFIERS- *Proofreading

Designed to use recent research on revision activities and personal error analysis, a classroom study compared grades on papers written by students with and without specific instruction and practice in revising and proofreading techniques. Detailed statistical analyses of two writing assignments revealed no significant difference in grade achievement between the revision and the nonrevision groups.

In addition, although 89% of the students receiving an "A" grade on first drafts in the revision group rewrote their papers four out of five possible times, only 58% of the whole revision group did more than a minimal rewrite on their first draft. These findings suggest that average or below average students may have needed more time to revise than was allotted in the program and that grades were not a motivating factor in revisions. While not producing concrete evidence of the benefits of revision, the experiment suggests that discovery revision activities and proofreading and editing heuristics are helpful, even if not absolutely necessary, for stronger writers. (MM)

ED 236 711 CS 504 363

Selby, Holly E.
Exemption 4: Trade Secrets under the Freedom of Information Act.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-477
PUB DATE- Jul 83
AVAILABLE FROM- The Freedom of Information Center, Box 858, Columbia, MO 65205 ($1.00, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Affirmative Action; Business; Confidentiality; *Court Litigation; *Disclosure; Economic Status; *Federal Legislation; *Government Role; Information Storage; *Records (Forms)
IDENTIFIERS- *Freedom of Information Act

Exemption 4 of the Freedom of Information Act (FOIA) protects from disclosure by government agencies privileged and confidential trade secrets and commercial or financial information. Based on early Exemption 4 litigation, courts have devised a "substantial competitive harm test" to decide whether requested information should be covered by the exemption. In "Chrysler Corporation v. Brown," which marked a turning point in the issue of access to business information submitted to government agencies, the Defense Logistics Agency (DLA) had decided to release information requested about Chrysler's affirmative action plan and other equal opportunity information. The DLA argued that the Trade Secrets Act did not apply to the information requested. Chrysler countered that Congress intended at least some of the FOIA exemptions to be mandatory, and that disclosure was prohibited under the Trade Secrets Act. Although the court ruled that Chrysler did not have a private right of action to stop disclosure under the Trade Secrets Act, it did note that Chrysler could seek review of DLA's decision to disclose as an aggrieved party under an administrative procedure act. This decision has had a far reaching impact on subsequent FOIA cases, since business may no longer safely rely on the FOIA exemptions as a means to prevent agency disclosure of information. Complaints about the FOIA's cost and inefficiency and the current Presidential administration's disfavor of strenuous disclosure efforts generated proposals to amend the FOIA that would increase protection of confidential business information and require agencies to develop procedural regulations for designating submitted material as confidential. (HTH)

ED 236 727 CS 504 425

Meadowcraft, Jeanne M.; Chaffee, Steven H.
Family Communication Patterns and Political Development: A Developmental Approach.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Behavioral Science Research; Communication Research; Developmental Stages; Elementary Secondary Education; *Interpersonal Communication; *Mass Media; *Parent Child Relationship; *Parent Influence; Parent Role; *Political Attitudes; *Political Socialization
IDENTIFIERS- *Family Communication

To explore the interrelationships among family communication patterns (FCP) and children's cognitive development and political socialization, 718 parent-child pairs were interviewed by telephone on the extent to which children were encouraged to and did discuss politics with people of different views. In addition, subjects were asked questions designed to measure their political knowledge and interest and their media exposure. The study revealed significant relationships between parents' and children's levels of political knowledge, discussion, and media exposure, indicating that children in families with concept-oriented FCPs tended also to become concept-oriented. In a surprising finding, the data showed that sociooriented FCPs--patterns emphasizing harmonious communication--inhibited political interest only for the older children in the sample (those in grades 11 and 12 as opposed to grades 4 and 5), which suggested that until children reached the formal operations stage in cognitive development, they did not recognize inconsistencies between the conflict inherent in politics

and efforts to maximize harmonious personal relationships. These results suggest that both the nature and the effects of parent-child communication may depend on messages stressed by parents and the children's own abilities and goals. (The survey instrument and results are appended.) (MM)

ED 236 315 CE 037 140

Kansas Goals for Adult Learning.
Kansas State Board of Regents, Topeka.
PUB DATE- 10 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Access to Education; *Adult Education; Adult Learning; Advisory Committees; Continuing Education; Coordination; Delivery Systems; Educational Cooperation; Educational Needs; *Educational Objectives; Educational Opportunities; Educational Planning; Educational Policy; Educational Strategies; Educational Trends; Futures (of Society); *Lifelong Learning; Needs Assessment; Participation; Pilot Projects; *Policy Formation; Program Development; Program Implementation; State Programs; *Statewide Planning; Workshops
IDENTIFIERS- *Kansas

A project entitled Enhancing the State Role in Lifelong Learning was undertaken in Kansas to enhance state-level planning and the development of policies in support of adult education. Because Kansas is one of six pilot project states participating in the Education Commission of the States (ECS) Lifelong Learning Project, a two-year data collection effort was made to bring together organizations and individuals involved in adult and continuing education, to collect background information concerning lifelong learning needs in the state, to assess benefits to the state because of the development of adult learning opportunities, and to develop an inventory or assessment of adult learning resources currently available in Kansas. After the completion of these activities, a 32-member advisory committee participated in a futures intervention workshop designed to facilitate the formulation of adult learning goals for Kansas. The eight goals developed concerned the following areas: access, learning opportunities, participation, providers, adult learning approaches, delivery mechanisms, coordination, and planning and programming. Included among the strategies developed for implementing these goals were development of a legislative resolution commending and promoting adult learning in Kansas, organization of a statewide task force to address issues raised during the project, and development of a regional pilot program involving providers as well as the public and private sectors. (MN)

Section 7 cites references. An appendix defines terms. (YLB)

ED 236 427 CE 037 627

Drill Press Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.

PUB DATE- 79

GRANT- 250-442-1-0871-2

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Aptitude Tests; *Disabilities; Job Performance; Job Skills; *Machine Tool Operators; *Machine Tools; Machinists; Occupational Tests; Prevocational Education; Scoring; Secondary Education; Testing; Trade and Industrial Education; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; *Work Sample Tests

This manual contains a work sample intended to assess a handicapped student's interest in and to screen interested students into a training program in basic machine shop I. (The course is based on the entry level of the drill press operator.) Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. The section on administration provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. Instructions for task procedures actions to be taken, as well as post sample interview topics are also covered. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance, a materials list (equipment, source, price), and assembly instructions. Section 7 cites references. An appendix defines terms. (YLB)

ED 236 442 CG 016 991

Thornton, George C., III; And Others
Job Preferences of Another Group of Potential Psychologists: A Recommended Replication.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Choice; Career Counseling; Career Guidance; College Students; Generalization; Higher Education; *Job Satisfaction; Occupational Aspiration; Occupational Surveys; Personnel Selection; *Psychologists; Recruitment; Vocational Adjustment
IDENTIFIERS- *Replication (Research)

Investigations into job preference have as their underlying premise the belief that congruity between individual and institutional values leads to career choice/job satisfaction. In an attempt to replicate a recent study (Blumenfeld, 1982) on the job preferences of a group of potential psychologists, 66 graduate psychology students at a large Rocky Mountain university (48 percent male, median age 26), completed The Job Preferences Blank. The students ranked ten factors, (i.e., advancement, benefits, company, co-workers, hours, pay, security, supervisor, working conditions and type of work) under two conditions, self preferences and perception of others' preferences. An analysis of results showed group demographics to be essentially similar. Self hierarchies, in order of preference, (type of work, pay, co-workers, supervisor, advancement, security, working conditions, hours, benefits, and company) corresponded nearly perfectly in the two studies, with the current study ranking security slightly higher. Others' preferences (pay, type of work, advancement, security, benefits, co-workers, supervisor, hours, working conditions, and company) also corresponded in the two studies. In the current study, self and others' preferences are related to a large degree, while in the earlier study they were only marginally related. Although generalization of these findings is cautioned against, these data are of practical utility to students, universities, and employing organizations. (BL)

ED 236 486 CG 017 036

Terrill, Jerry; And Others
Unified State Plan for Guidance, Counseling and Placement in Colorado. Grades 7-12.
Colorado State Board for Community Colleges and Occupational Education, Denver.

PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Awareness; Community Resources; Counseling Services; Counselors; Guidance Objectives; *Guidance Programs; *Needs Assessment; Outcomes of Education; *Pupil Personnel Services; *School Counseling; *School Guidance; *Secondary Education; Self Concept

This guide, one of three units in the Colorado state plan for guidance program development, is written for educators as both a guideline and a needs assessment instrument to assist in the identification of deficit areas in school guidance programs. In a beginning section, this unit for grades 7-12 provides a brief philosophy of guidance and definitions of commonly used terms, (e.g., guidance, counseling, career education). The three areas covered by the state plan are presented and include: (1) program components (guidance, counseling, appraisal, information and referral, placement, and budget, staff, facilities); (2) student outcomes in 12 areas (e.g., goal setting, responsibility, conflict resolution and negotiation skills); and (3) use of resources (business, industry, community). The format of the guide is a series of charts which present either goals and objectives, and sections for recording current activities and the strengths and weaknesses of the current program (Program Components section); or suggested activities/topics and space for marking current practice at each grade level (Student Outcomes section). The Use of Resources section lists suggestions for a resource file. The appendices provide program planning sheets, the statement of purpose and membership list for the Colorado Advisory Council for Guidance, Counseling and Placement, an outline of occupational clusters, and selected criteria for the accreditation of Colorado school districts, 1980. (BL)

ED 236 518 CG 017 070

Kaplan, Martin F.
Effect of Training on Reasoning in Moral Choice.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Cognitive Development; Decision Making; *Ethical Instruction; Ethics; Evaluation Methods; Evaluative Thinking; *Moral Development; Secondary Education; Value Judgment; Values Education
IDENTIFIERS- *Information Integration Theory; *Moral Reasoning

Moral development is viewed as a matter of progression in the cognitive reasoning and rationale underlying choices and judgments.

Traditionally, retrospective reports of rationales have been used to measure moral development levels, resulting in unreliable information. Information Integration Theory attempts to assess individual differences in social judgment reasoning by assigning scale values and weights to information. To investigate the effects of training on reasoning in moral choice following Information Integration Theory, 16 high school students (8 from a training course in moral decision making and 8 from a control group), evaluated eight moral dilemmas from Rest's Defining Issues Tests. On a 1-20 scale students indicated how strongly they felt the character in each dilemma should engage in the alternate target acts. An analysis of the results showed that those students completing moral decision training made more moralistic choices than the control group. The trained group were similar to controls in the use of rationales, but they showed less relativism in integrating those rationales. Formal moral education, instead of maturing the reasoning process, imparted a greater sense of moralism and led to a retrogression in the complexity of reasoning about the integration of decision elements. Future course content in moral education should focus on critical thinking and training in weighting and reasoning strategies, rather than the current practice of directly training moral values. (BL)

ED 236 535 CS 007 136

Richardson, Sharon N.
Motivational Strategies for Reading Independently.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Elementary Education; Elementary School Students; *Independent Reading; *Motivation Techniques; *Positive Reinforcement; Reading Interests; Reading Material Selection;

Recreational Reading; *Student Motivation
IDENTIFIERS- Book Exchange; PF Project

The importance of independent reading is advocated for success both in school and out of school. The following four strategies are presented to stimulate children's interest in reading and to assist the teacher in providing an environment in which independent reading becomes a student practice: (1) provide opportunities for students to see, hear, and share reading experiences; (2) provide students with tools for becoming adept at choosing their own reading materials; (3) emphasize topics that interest and excite the children; and (4) have a book swap among the children. It is indicated that children need to share the reading experience with adults and peers for it to become meaningful and inspirational.

ED 236 551 CS 007 337

Sampson, Michael R.; And Others
Student Authorship and Reading: The Joy of Literacy.
PUB DATE- Dec 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basal Reading; Comparative Analysis; Grade 1; Language Experience Approach; *Miscue Analysis; Oral Reading; Primary Education; Readability; *Reading Comprehension; *Reading Materials; *Reading Research; *Student Developed Materials; Student Motivation
IDENTIFIERS- *Reader Text Relationship

Publishers of basal reading series claim that beginning reading materials must contain primarily high frequency words and that new words must be introduced gradually. Inherent in their argument is the position that reading is based on the student's ability to recognize words and that short, phonetically regular words are easier to read. To examine this position, a study compared first-grade students' reading of a traditional basal story from a skills type basal series to their reading of student-dictated stories. The Spache Readability Formula was used to determine the readability levels of all stories. The Goodman and Burke Miscue analysis procedure was used to analyze oral reading performance, and story retellings were used to assess comprehension. Results showed that the basal story miscues at the sentence level were semantically and syntactically acceptable, but were coupled with meaning change. The interrelatedness of syntax, semantics, and meaning change on the story level was ignored by students as a basis for correcting miscues to maintain meaning. On the other hand, student-dictated story miscues produced interrelationships that allowed little meaning change and no loss in comprehension. Although they were confronting a more sophisticated vocabulary and more complicated sentence structure, the children used more efficient strategies when reading the dictated stories. (HOD)

ED 236 566 CS 007 354

Mosenthal, James H.; Tierney, Robert J.
Cohesion: Problems With Talking about Text: A Brief Commentary. Technical Report No. 298.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
CONTRACT- 400-76-0116
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; *Coherence; *Cohesion (Written Composition); *Discourse Analysis; Linguistic Theory; *Reading Comprehension; Reading Processes; *Reading Research; Reading Strategies
IDENTIFIERS- *Textual Analysis

Text analysis systems, imposing coherence measures derived from the reader's and writer's notions of how a text functions in communication, produce descriptions of texture, or the totality of cohesive ties in a text. The question is if cohesion analysis, more than offering a linguistic description of text, can serve as a psychological model of comprehension complete with predictive power. The temptation exists to use the linguistic description as a text analytic device that partials out the cohesive aspect of the text thought to be causally related to the text's coherence. This concept, however, can lead a researcher to several false hypotheses, often because the cohesive tie, in and of itself, may or may not be explicit. Findings from several studies indicate that the cohesion concept does not produce an adequate description of a text's unity. Attempts to maintain objectivity by measuring textual surface features appear to describe effects rather than causes of textual coherence. (HOD)

ED 236 599 CS 207 578

Shackelford, Lynne
A Switch in Point of View.
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- College English; Higher Education; High Schools; Learning Activities; Literary Criticism; *Literary Devices; Teaching Methods; *Writing (Composition); *Writing Exercises
IDENTIFIERS- PF Project; *Points of View (Writing)

An approach to teaching literary point of view to high school and college composition classes is described in this brief article. AUTHOR'S COMMENT (excerpt): My students demonstrate little understanding of the concept of point of view. They seem unaware that selecting a point of view is an important decision for a writer, because it controls the relationship between the writer, the reader, and the characters in a narrative. EXERCISES (excerpt): I ask each student to select a role--the paper rustler, the pencil dropper, the snoozer, the giggler, the note passer, the flirt, the egghead, the gum popper. Each student comes to the front of the class, stands behind the podium, and pretends to be the teacher. Once every student has become "the teacher," I ask them to write a description of the class from the teacher's viewpoint. Next I describe a particular situation; for example, a football game. One group describes the game from the perspective of the quarterback, the coach of the losing team, a cheerleader. After each group has made a presentation to the class from its particular perspective, we discuss how point of view can affect the basic facts of a situation. (KC)

ED 236 630 CS 207 905

Emig, Janet; King, Barbara
Emig-King Attitude Scale for Students.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Measures; Measures (Individuals); Secondary Education; *Student Attitudes; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *The Research Instruments Project

Designed to assess students' attitudes toward writing, this scale contains 40 items representing three categories: preference for writing, perception of writing, and process of writing. Respondents circle one of five points ranging from "almost always" to "almost never." Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (junior and senior high school), purpose, and physical characteristics.) (HTH)

ED 236 695   CS 207 981

Mayher, John S.; And Others
Learning to Write/Writing to Learn.
REPORT NO.- ISBN-0-86709-073-1

PUB DATE- 83
AVAILABLE FROM- Boynton/Cook Publishers, Inc., 206 Claremont Ave., Montclair, NJ 07042 ($6.80).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Child Development; *Content Area Writing; Creative Writing; Elementary Secondary Education; Expository Writing; Teaching Methods; Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Skills

Attempting to place in an American context many of the ideas about the teaching of writing that were first developed in England, this book contains contributions from internationally prominent teachers/scholars who attended the New York University-CBS Sunrise Semester course on learning to write and writing to learn. The text also reflects the feedback and contributions of the teachers/students who participated in the course and who have worked in subsequent inservice workshops. The first chapter broadly defines writing, discussing purpose and audience, writing as a linguistic process, the composing process, and developing learners in the writing classroom. The remaining chapters discuss the following topics: (1) constructing a world through writing (storytelling), (2) the composing process, (3) writing from a developmental perspective, (4) writing to learn across the curriculum, (5) initiating and sustaining composing, (6) responding and evaluating, and (7) writing instruction survival in the real world. Writing-to-learn activities conclude each of these chapters. (HTH)

ED 236 344 CE 037 387

Administrator's Guide to Vocational Education. Sharpen Your Skills.
Oregon State Univ., Corvallis.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 83
AVAILABLE FROM- Oregon Alliance for Program Improvement, Dept. of Vocational & Technical Education, Oregon State University, Corvallis, OR 97331 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; *Administrators; Advisory Committees; *Educational Planning; Federal Legislation; Followup Studies; *Program Development; Program Evaluation; Program Implementation; Publicity; *School Administration; School Business Relationship; School Community Relationship; School Districts; Student Organizations; Teacher Certification; *Vocational Education

This guide is intended to stimulate the interest of school administrators and to provide them with the management skills necessary to improve and initiate effective vocational education programs in their communities. It is divided into nine topic areas: introduction, federal legislation, certification, advisory committees, partnerships, promotion, student organizations, evaluation, and follow-up. Each area gives the reader a step-by-step approach for establishing and carrying out a plan for vocational education. Material is presented in a question-and-answer format, and sources of information are cited. An appendix, making up approximately one-half of the guide, contains resource materials; sample forms, questionnaires, plan formats, and evaluation forms; suggestions; press releases; brochures; and a resource list. (YLB)

ED 236 358 CE 037 406

An Analysis of Skills Update Needs of Teachers in High Technology Programs in Georgia.

Georgia State Univ., Atlanta. Dept. of Vocational and Career Development.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Attainment; *Educational Needs; Electromechanical Technology; Electronics; Inservice Teacher Education; Mechanics (Process); Models; Needs Assessment; Pilot Projects; Postsecondary Education; Professional Development; Program Development; Questionnaires; Secondary Education; Secondary School Teachers; State Surveys; *Teacher Improvement; Teacher Qualifications; *Teaching Skills; *Technical Education; *Vocational Education Teachers
IDENTIFIERS- *Georgia; *High Technology

A project was undertaken to assess the needs for skills and knowledge among Georgia's high technology teachers and to develop a model for meeting those needs. During the project, 52 teachers involved in teaching electronics, electromechanical, and mechanical courses at six pilot high technology schools were assessed. Included among the processes used to gather information on the teachers' deficiencies in high tech subject areas were a review of existing program information, a review of state-of-the-art programs, a review of literature, a consultation with industry, and a series of meetings with the 52 teachers themselves. While these data sources indicated that Georgia's technical school teachers involved in high technology programs are educationally well qualified for their jobs, a considerable need exists to provide teachers with experiences and support services to maintain their level of expertise and to stay up to date in their field. In response to this need, it is recommended that the Georgia State Department of Education conduct routine skills assessments and staff development activities for high technology teachers and that the state adopt a student to teacher ratio formula and class schedule that will permit at least one high technology teacher per quarter per department to be free for research, study, and/or update activities. (MN)

ED 236 386 CE 037 474

Promote the Vocational Education Program. Module LT-F-2 of Category F--School-Community Relations. Competency-Based Vocational Education Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-130-2
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Administrator Education; *Administrator Responsibility; *Administrator Role; Advertising; *Community Relations; Competence; Competency Based Education; Higher Education; Independent Study; Inservice Education; Learning Activities; Learning Modules; Management Development; Marketing; News Writing; Programed Instructional Materials; Publicity; *Public Relations; Radio; School Community Relationship; Television; *Vocational Education

This module, one in a series of competency-based administrator education learning packages, focuses on specific professional competencies needed by vocational education administrators. The competencies upon which these modules are based were identified and verified through research as being important to the success of local administrators of vocational education at the secondary or postsecondary levels. The materials are designed for use by administrators or prospective administrators working individually or in groups under the direction of a resource person. This module is designed to give vocational education administrators the background information and skills needed to select appropriate promotional activities and techniques, coordinate their development and implementation, and monitor and evaluate their success in achieving the goals and objectives established for the school's promotional program. This module contains an introduction and four sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for each experience and a brief description of what the learning experience involves. Resources are suggested. The final learning experience requires the student/administrator to demonstrate an actual administrative situation in which the vocational education program can be promoted to the satisfaction of a resource person who is assessing competence in the situation. (KC)

ED 236 399 CE 037 502

Davidson, Jane S.; Morris, Carol
Textiles & Clothing Curriculum Guide. Energy and the Family.
Lamar Univ., Beaumont, Tex.
SPONS. AGENCY- Gulf States Utilities, Beaumont, TX.
PUB DATE- 83
AVAILABLE FROM- Gulf States Utilities, P.O. Box 2951, Beaumont, TX 77704.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Citations (References); Clothing; Clothing Design; *Clothing Instruction; *Conservation Education; Curriculum Guides; *Educational Resources; *Energy Conservation; *Home Economics; Instructional Materials; *Learning Activities; Secondary Education; *Textiles Instruction; Transparencies; Units of Study; Vocabulary
IDENTIFIERS- Texas

This curriculum guide on textiles and clothing, covering one of the five content areas of the Energy and Family Curriculum Guide, has been designed to provide learning experiences and identify resources that can be used to develop units of study related to energy usage and conservation. The guide is intended for use in comprehensive courses of home economics as well as specialized courses of the home economics subject matter content areas, especially in the state of Texas. The guide contains four units covering the effect of design elements on thermal comfort, energy management in clothing construction, personal care and energy use, and the role of clothing in energy management/thermal comfort (including fabric selection, relationship of fabric care to energy use, clothing selection for thermal comfort, special clothing requirements for children and the elderly, recycling clothing, and classic fashions versus fads). For each major concept, the guide provides a competency statement, terminal performance objectives, as well as concepts and generalizations linked to specific learning experiences and resources. The guide contains three appendixes. Appendix A contains a bibliography of books, pamphlets, multimedia materials, and other teaching aids. Appendix B contains prepared information sheets, games, bulletin board ideas, check lists, evaluation forms, and transparency masters. Appendix C is a collection of background information that may be helpful to the teacher in using the learning experiences. A glossary completes the curriculum guide. (KC)

ED 236 456 CG 017 006

Boland, Jeanne M.; Chick, Joyce M., Ed.
Basic Vocational Counseling Skills for the Occupational Specialist. Competency-Based Modular Series.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Counseling; Competency Based Education; *Counseling Techniques; Counseling Theories; *Counselor Qualifications; Counselor Role; *Counselor Training; Decision Making; Human Relations; Inservice Education; Learning Modules; Minority Groups; Programed Instructional Materials; School Counselors; *Sensitivity Training; Units of Study
IDENTIFIERS- *Occupational Specialists

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to help the specialist understand the complexity of vocational counseling and to facilitate the development of skills and competencies needed to adequately provide vocational counseling. Other modules in this set of three are Basic Parent Counseling Skills for the Occupational Specialist, and Basic Counseling for Personal Concerns for the Occupational Specialist. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 10 enabling elements or lessons. The enabling elements define vocational counseling and discuss theories of career choice, counselor qualities, a framework for vocational counseling, counseling strategies, decision making skills, counseling special populations, innovative approaches, resources, and professionalism. Each lesson includes a worksheet and a self-test; a post-assessment covering the entire module and a bibliography complete the booklet. (JAC)

ED 236 471 CG 017 021

Prager, Karen J.
Intimacy Status and Self-Disclosure to Significant Others and Strangers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Confidentiality; *Congruence (Psychology); Developmental Stages; Higher Education; Interpersonal Attraction; *Interpersonal Communication; *Interpersonal Relationship; Marriage; Psychological Characteristics; Rapport; Self Actualization; *Self Disclosure (Individuals); *Significant Others; Social Cognition
IDENTIFIERS- *Intimacy; Jourard Self Disclosure Inventory

The objective of this study was to explore the relationship between self-disclosure and intimacy status. Sixty-four women and 32 men (mean age = 27.44) were asked to complete the Greene Self-Disclosure Sentence Blank in response to one of two conditions, each of which specified a hypothetical target person for the self-revealing communication: a Significant Other (with whom the subject was close) or a Stranger (a new acquantance). Subjects also completed the Jourard Self-Disclosure Questionnaire, which assessed previous self-disclosing behavior, and responded to an interview, which allowed them to be placed into one of six possible intimacy statuses: Intimate, Merger, Preintimate, Pseudointimate, Stereotyped Relationships, or Isolate. Amount of previous self-disclosure to a romantic partner varied significantly as a function of intimacy status, marital status and sex, with the greatest amounts of personal information having been communicated by those in the intimate, married, and female groups, respectively. Previous self-disclosure to a closest friend varied with the subjects' martial status and sex, with divorced and female subjects having disclosed the most. Subjects assigned to the Significant Other condition disclosed more intimate information than those assigned to the Stranger condition. Intimacy status, marital status and sex did not affect the intimacy level nor the self-evaluative content of the disclosures observed in the experimental situation. It was concluded that intimacy development most likely has an impact on overall patterns of self-disclosure in romantic relationships; however, its relationship to behavior in a particular situation has not yet been demonstrated. The subjects' relationship with the recipient of communication appears to be critical in determining the level of self-disclosure. (Author/BL)

ED 236 502   CG 017 054

McDonald, Marvin J.; Hartsough, Don M.
Theory Construction Principles in Applied Research: Can We Learn from (Others') Mistakes?
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Action Research; Concept Formation; *Research Design; *Research Methodology; *Social Networks; Social Psychology; Social Sciences; Social Scientists; Social Support Groups; State of the Art Reviews
IDENTIFIERS- *Community Psychology; *Mathematical Psychology; Theory Development; Triangulation

Social science theorists such as Lewin, Campbell, and Wimsatt have established the basis for scientific community psychology and in particular mathematical psychology. Their tools of triangulation and robustness analysis have furthered the methodology by defining the logical effects of mathematical concepts in a theoretical system. Mathematical psychology can contribute to support systems work in bridging the current gap between qualitative-theoretical emphases and quantitative-methodological emphases. Theory construction in the tradition of action research is seriously lacking in the field and is important for reasons of research adequacy. Theory construction tasks are unique, given that mathematical psychology is defined by the use of sophisticated mathematical methods rather than a particular topic area. Mathematical modeling can make valuable contributions to the development of theory (discursive), can clarify and extend concepts (explicational), can describe data sets (representational) and formally can define concepts as related to data sets (theoretical-construct). These models can facilitate communication between applied researchers and target systems. (BL)

ED 236 582 CS 207 539

Weaver, David H.; Buddenbaum, Judith M.

The Press and Government Restriction: A 13-Year Update of a Cross-National Study.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Comparative Analysis; *Cross Cultural Studies; Economic Progress; Foreign Countries; *Freedom of Speech; *Government Role; International Studies; *Mass Media; *Media Research; Models; *Social Influences

In 1974, David H Weaver used path analysis with data from 137 countries during four periods between 1950 and 1966 to test relationships between government control of the press and six other societal characteristics. The present study, which extended the time period of the original analysis by adding recently available data from 1979, constructed composite measures for the original variables whenever possible and then tested them for reliability and validity. These variables included government control of the press, accountability of governors, stress on government, mass media development, level of education, urbanism, and availability of resources. Results showed, first, that mass media development since World War II has been a response not so much to urbanism and to education as to increased economic productivity. Second, it is clear that a government system accountable to its citizens contributes to the development of mass media. Third, as in the earlier study, evidence suggests that the more direct the governor's accountability to the masses, the greater the freedom of the press. But results also indicate that economic productivity and the level of media development are stronger predictors of lack of government control over the press than is government accountability. (A list of the countries studied is appended.) (HOD)

ED 236 647 CS 207 922

Goodman, Yetta M.
Techniques for Collecting Literacy Events from Young Children.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Child Language; *Context Clues; Early Childhood Education; *Language Acquisition; Language Attitudes; Language Research; Linguistics; Measures (Individuals); *Metacognition; *Reading Readiness; Research Tools
IDENTIFIERS- Metalinguistics; *Print Awareness; *The Research Instruments Project

Designed to reveal children's awareness of print and use of contextual clues and to discover their metalinguistic awareness, language use, and attitudes toward reading and writing, this instrument consists of six tasks. The first three, print awareness tasks, present familiar labels and signs with different degrees of contextuality. The fourth and fifth tasks, designed to assess metalinguistic awareness, language use and reading/writing attitudes, are in an interview format; the fifth task includes a writing sample. The sixth task, a book handling knowledge task, is designed to reveal children's knowledge about and use of print in books. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2, published by the Committee on Research and the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review, included here as an introduction to the instrument, describes the instrument's category (language), title, author, date, age range (ages 2-7, or with readers experiencing difficulty), and describes the instrument's purpose and physical characteristics.) (JL)

ED 236 330 CE 037 351

An Employment Policy for America's Future. Report No. 16.

National Commission for Employment Policy (DOL), Washington, D.C.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; Demand Occupations; Economic Factors; Education Work Relationship; *Employment; Employment Opportunities; Employment Patterns; *Employment Problems; Employment Projections; *Federal State Relationship; *Futures (of Society); *Government Role; Labor Force; Labor Market; Policy Formation; Position Papers; *Public Policy; Trend Analysis; Unemployment
IDENTIFIERS- United States

This report contains the commission's broad statement on national employment policy. The statement calls for the development of a new American employment policy, one that addresses the major concerns relating to the creation of jobs and the preparation of the work force to fill the available jobs productively. The report discusses the background of the current economic situation and the anticipated changes in the economy and the work force over the next decade. It further proposes a set of principles upon which employment policy ought to be based. Finally, a set of initial broad policy recommendations are presented that need to be adopted to address the employment concerns of the United States for the future. (KC)

ED 236 373 CE 037 429

Bendick, Marc, Jr.
Employment and Training Programs to Reduce Structural Unemployment. A Statement before the Joint Economic Committee, United States Congress.
PUB DATE- 16 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; Adult Vocational Education; Career Education; *Employment Programs; Federal Government; *Federal Legislation; *Federal Programs; *Job Training; Public Policy; *Retraining; Technological Advancement; *Unemployment
IDENTIFIERS- *Dislocated Workers; Structural Unemployment

Federal initiatives should be undertaken to reduce long-term structural unemployment in the United States. Long-term structural unemployment has risen during the 1970s and 1980s but is still primarily a problem of disadvantaged workers, not dislocated ones. The impact of technological change on occupations is felt mainly by the employed who are retrained in midcareer. Export of American manufacturing jobs to foreign countries with lower wage levels need not be viewed with alarm, for individual manufacturing products pass through a "life cycle" over time and export of production is a common and efficient later phase. Seven proposals have been identified to address structural unemployment and enhance national productivity: reinvestment in traditional employment and training incentives for the disadvantaged, expansion of federal efforts to upgrade educational investment in youth, encouragement of greater employer training for the employed, establishment of an entitlement program for retraining functionally illiterate unemployed adults, provision of training to dislocated workers in job searching and career management, targeting of the Job Training Partnership Act's Title III resources toward providing short-term assistance teams for communities experiencing large-scale employment dislocation, and modification of federal policies to encourage workers who self-select to seek retraining. (YLB)

ED 236 536 CS 007 226

Rosen, Carl L.
Approaches to Prevention and Prescription/Cognitive: Orthodoxy and the Part-Whole Paradox. Draft.
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Diagnostic Teaching; Discourse Analysis; *Educational Theories; Elementary Education; *Holistic Approach; Humanistic Education; Learning Activities; Models; Reading Diagnosis; *Reading Failure; Reading Improvement; *Reading Instruction; *Reading Skills; *Teaching Methods

The orthodox view of reading as the accumulation of isolated skills continues to dominate classroom practice. Under this framework, prescriptions for problem readers usually involve intensified drills in the same basic skills to which the students failed to respond in the first place. Prevention entails the early and often precipitous examination of students to detect perceptual, cognitive, linguistic, or affective problems and the introduction of intervention programs to deal with these difficulties via structured prescriptive activities. The newer view of reading as a holistic process of interrelated skills and behaviors has significant implications for instructional and person-centered strategies. According to this view, reading is a tool that students actively manipulate for their own purposes. Because they facilitate efficient reading processing rather than isolated skill development, holistic reading practices provide supplemental experiences for pupils responding to orthodox methodologies and alternative strategies for students who have failed in traditional skills programs. Holistic reading experiences contain maximum information for the reader--specifically discourse prose, content of inherent interest and usefulness, and tasks appropriate to the age, needs, and character of the readers. (A chart of suggested activities to promote the holistic/functional reading approach is included.) (MM)

ED 236 615 CS 207 723

McLeod, Jack M.; Glynn, Carroll J.
Communication and Energy Conservation: Social Status in a Tale of Two Cities.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; Communication Research; Comparative Analysis; *Energy Conservation; *Interpersonal Communication; *Mass Media Effects; Social Science Research; *Socioeconomic Influences

To explore the relationships among three sets of variables--social status, communication, and energy conserving behavior--405 respondents from a highly educated, upper income, largely white collar community and 333 respondents from a predominantly lower-middle and working class city were interviewed over the telephone. Questions were designed to determine subjects' (1) issue salience, or how significant they considered energy conservation; (2) energy knowledge; (3) attitudes toward energy conservation; (4) thermostat setting; and (5) conservation efforts. Responses were correlated with three independent variables: media exposure, use of public affairs content, and interpersonal and mass communication on energy conservation. Results revealed that in both cities, most sources of energy information were used relatively equally across status levels; associations among salience, knowledge, attitudes, and overt behavior were relatively weak; and interpersonal and mass communication were found to have moderate effects on energy conservation. The communities differed widely, however, in several significant relationships among variables. Higher status respondents were more likely to adopt energy conserving behavior in the upper income sample, for example, than in the lower middle income community. (Extensive tables of data are included.) (MM)

ED 236 631 CS 207 906

Reigstad, Tom; And Others
Writing Center Tutorial Record Form (WCTRF).
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Postsecondary Education; Records (Forms); Secondary Education; *Student Teacher Relationship; Tutorial Programs; *Tutoring; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *The Research Instruments Project; *Writing Laboratories

Designed to describe and assess the activities engaged in between a writing tutor and a student in a one-to-one writing conference, this survey contains two forms. The first records the student's major, native language, source of the writing task with which he or she needs help, and the student's perception of the problem. The second form, filled out by the tutor immediately after the conference, records specific information about the activities during the conference. This information can be entered onto computer score sheets, and after several such record forms have been collected and analyzed, profiles of student writers and conferencing activities can be drawn up. Validity, reliability and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (secondary through postsecondary and adult), purpose, and physical characteristics.) (HTH)

ED 236 664 CS 207 939

Fagan, William T.
Comprehension Categories for Protocol Analysis.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Cognitive Processes; Elementary Secondary Education; Measures (Individuals); Postsecondary Education; *Reading Comprehension; *Reading Skills; *Recall (Psychology)
IDENTIFIERS- *Protocol Analysis; *The Research Instruments Project

Designed to interpret comprehension recalls in terms of textual information and cognitive processes used, this instrument outlines four stages for interpretive recalls, based on the premise that recall of a text results from receptive and productive processes. Stage 1 specifies which information is pertinent for analysis; stage 2 discusses the implications of which linguistic unit to use in categorizing the data; stage 3 outlines the comprehension categories; and stage 4 discusses the implications of weighting the responses assigned to categories. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (primary to postsecondary), purpose, and physical characteristics.) (JL)

ED 236 680 CS 207 956

Keller, Rodney D.

How Johnny/Jane Writes: The Complex Word.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cognitive Processes; Comprehension; Higher Education; Metaphors; Models; Perception; *Recall (Psychology); Revision (Written Composition); *Semantics; Teaching Methods; Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Freewriting

The process of getting a thought out of the mind and onto paper can be divided into five major categories: (1) discovering the word, (2) excavating the mythic word from the subconscious, (3) perceiving the word in the conscious, (4) verbalizing the expressed word, and (5) comprehending the unsaid word. When humans experience anything, their minds figuratively store the entire experience and submerge that into the depths of the unconscious. To recall the word, or metaphor, representing that experience, the mind must draw upon the mythic word, which acts as a model for understanding meaning. Once given meaning and significance through the mythic word, the metaphor is able to be perceived and understood by the writer. The expressed word is merely a metaphor for the perceived word--it gives the reader a direction as to how the writer's perceptions of the word "should feel" to the reader. The revision process is representative of the unsaid word; it is not what is said but what is meant that leads to comprehension. In terms of the classroom, freewriting exercises can help students discover the metaphorical word through excavating their individual mythologies. (HOD)

ED 236 728 CS 504 426

Avery, Robert K.; And Others
Research Index for NAEB Journals: NAEB Journal, Educational Broadcasting Review, Public Telecommunications Review, 1957-1979.
National Association of Educational Broadcasters, Washington, D.C.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 80
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Broadcast Industry; Communication Research; *Educational Media; Indexes; *Mass Media; Reference Materials; Resource Materials; *Scholarly Journals; Speech Communication; *Telecommunications
IDENTIFIERS- Educational Broadcasting Review (Journal); NAEB Journal; Public Telecommunications Review (Journal)

Beginning with the first issue of the "NAEB Journal," a journal of the National Association of Educational Broadcasters, this index reports the authors, content, and subject areas of articles that have explored the fields of educational, instructional, noncommercial, and public telecommunications through 1979. Included are articles from the "NAEB Journal" from Volume 17, 1957, to Volume 26, 1967; the "Educational Broadcasting Review" from Volume 1, 1967, to Volume 7, 1973; and the "Public Telecommunications Review" from Volume 1, 1973 to Volume 7, 1979. The index consists of four sections: Topical Index in Brief, Topical Index, Abstracts, and Author Index. The Topical Index in Brief identifies the subject areas employed in the classification of articles. Major topic categories include (1) commercial broadcasting; (2) educational broadcasting/public broadcasting/noncommercial telecommunications; (3) international and foreign broadcasting; (4) learning theory; (5) mass communication curricula/broadcast education; (6) media effects/communication theory; (7) minorities/women/special interest groups; (8) motion pictures/film; (9) technologies and alternative

services; (10) United States government; and (11) visual communication. The entry numbers contained within the Topical Index correspond to the number assigned to each article as it appeared chronologically, beginning with Volume 17 of the "NAEB Journal." (HOD)

ED 236 414 CE 037 567

Perkins, Allan Thomas
A Field Problem: Planning and Designing a Learning Exchange Network for the Mississippi Gulf Coast.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Education; *Adult Programs; *Cooperative Programs; Educational Cooperation; Educational Needs; Educational Planning; *Exchange Programs; Experimental Colleges; Financial Support; *Information Networks; Institutional Cooperation; Needs Assessment; Postsecondary Education; Program Design; Program Development; Questionnaires; Regional Planning; Regional Programs; Shared Services; Staff Utilization; Surveys
IDENTIFIERS- Educational Brokerage; *Learning Exchange Networks; *Mississippi; Mississippi (Hancock County); Mississippi (Harrison

Brion-Meisels, Steven; And Others
Decisions about Drug Use. Adolescent Decisions Curriculum.
Judge Baker Guidance Center, Boston, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G-008001910
AVAILABLE FROM- Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adolescent Development; Adolescents; Alcohol Education; *Decision Making Skills; *Drug Education; Drug Legislation; *Drug Use; Health Education; Humanistic Education; Illegal Drug Use; Interpersonal Competence; *Learning Modules; Peer Influence; Secondary Education; *Secondary School Curriculum; Skill Development; Teaching Guides; Tobacco
IDENTIFIERS- Caffeine

This teacher's manual for drug abuse education is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: drug (substance) use and abuse, sexuality and social relationships, juvenile law, work and people and government. An introductory section lists the general goals of the curriculum, i.e. to provide factual information, to increase awareness, and to provide decision-making practice, and describes the desired core social skills outcomes, i.e., social understanding/perspective taking; cognitive problem solving, (alternative and consequential thinking); communication; and evaluation. The 24 lessons in the manual cover general drug related information and specific drugs (e.g., caffeine, tobacco, alcohol, marijuana, cocaine). Information portions of each lesson focus on terminology, how drugs are made, their effects on the body, and relevant laws. Awareness activities explore the effects of advertisers, peer pressure, role models, and drug pushers in drug involvement. Decision activities anticipate situations involving drugs and provide students with opportunities to practice decision skills. Suggestions for needed materials, handouts, student evaluations, and lesson evaluations are included for each lesson and at the end of the manual. (BL)

ED 236 519 CG 017 071

Reed, Jeffrey G.
Training for Training: Preparing Students for Work in Organizational Training.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Programs; College Students; *Curriculum Design; Entry Workers; Higher Education; *Industrial Training; *Labor Force Development; *Organizational Development; Professional Development; Program Descriptions; *Psychologists; Skill Analysis

This paper on the training of industrial and organizational (I/O) trainers, is written for undergraduate psychology curriculum developers, to provide information relevant to the preparation of psychology students for entry level positions in training and development. The eight phases in the development and implementation of a training program are delineated in table one. Tables two through four focus on the essential and interrelated skills, activities, and knowledge of an I/O trainer. A sample curriculum for an "Organizational Training Specialist" within the psychology major, as well as a course outline for Organizational Training I and II are included in tables five and six. Job descriptions of three entry level I/O training positions are offered. A resource bibliography for training trainers is also included. (BL)

ED 236 552 CS 007 338

Romberg, Thomas A.; And Others
Reading Instruction in IGE and Non-IGE Schools. Report from the Program on Student Diversity and School Processes. Working Paper No. 318.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 82
GRANT- NIE-G-81-0009
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Classroom Observation Techniques; Comparative Analysis; Elementary Education; Grade 2; Grade 5; *Instructional Materials; *Program Evaluation; *Reading Instruction; Reading Research; *Reading Skills; Research Methodology; Student Needs; *Teaching Methods
IDENTIFIERS- *Individually Guided Education; *Wisconsin Design for Reading Skill Development

As part of a larger evaluation of the Individually Guided Education (IGE) system in Wisconsin elementary schools, a comparative study was conducted of the effectiveness of reading instruction and the Wisconsin Design for Reading Skill Development (WDRSD) program in IGE and non-IGE settings. Data on students in grades five and two in 11 different schools were collected from achievement monitoring tests, classroom observations, teachers' logs, and observers' interviews with teachers and principals. Analysis of the data, which failed to reveal significant, consistent patterns across the 22 classrooms, indicated that WDRSD use and reported IGE adoption were not good indicators of instructional patterns in reading skills. Although second grade classrooms emphasized word attack skills, for example, fifth grade classrooms showed little consistent emphasis on any objectives. Classrooms at both grade levels revealed no linear relationship between time allocated to skill development and student needs. The lack of significant findings suggested that schools adopting the IGE system or the WDRSD materials may not always have reflected the underlying concepts guiding the developers of the programs or materials. (MM)

ED 236 567 CS 007 355

Webster, Lois P.; Huffman, Ruth E.
The Table Approach to Education.
PUB DATE- 7 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adult Basic Education; Adult Learning; Adult Literacy; Elementary Education; *Individualized Instruction; *Learning Laboratories; *Learning Modules; *Reading Centers; *Reading Instruction

Learning centers are student centered. That is, instructional goals are matched to learner needs and desires and student learning is self-paced. Teachers coordinate the learning process while students explore and experiment with learning materials. The learning center has several advantages over the traditional classroom: (1) it is success oriented, (2) it reduces student frustration, (3) it meets individual needs on a variety of levels, (4) it permits flexible scheduling, and (5) it promotes self-directed learning. The number and variety of learning center personnel depend on center size and the number of students to be served. The physical environment should help to make adults feel at ease. In addition to commercially prepared materials, individualized learning packages, learning activity packages, contract activity packages, self-instructional units, self-instructional packages, independent learning packages, and auto-instructional learning packages are used. Effective learning centers offer students a self-instruction program with a flexible schedule and careful skill assessment, placement, and evaluation of progress. (Appendixes include references, checklists, and diagrams for learning centers.) (HOD)

Kutiper, Karen
Classroom Partners: Literature and the Printed Media.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Book Reviews; High Schools; Learning Activities; *Literary Criticism; *Novels; Teaching Methods; Writing (Composition); *Writing Exercises
IDENTIFIERS- PF Project

An approach to teaching the novel to high school students by tying literature and the printed media (newspapers and magazines) together is described in this brief article. PROCEDURE (excerpt): To link the study of the printed media to the study of the novel, book reviews, one positive and one negative, were duplicated for classroom use. Students were asked to identify the reviewer's attitude in each, to summarize the plot, and to compare the effectiveness of each review. Then the students collected a minimum of four book reviews of current fiction. They used the "Reader's Guide to Periodical Literature" to locate and read the reviews and prepared an oral presentation based on their findings. Several important outcomes resulted: (1) students discovered that there was such a thing as a book review section in their local newspapers; (2) they became aware of the power of language; and (3) the printed media was recognized as a source of infomation other than sports statistics and available entertainment. (KC)

ED 236 696 CS 207 982

West, William W.
Using Creative Writing to Teach Exposition/Artistic/Report Writing.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
 Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
 (055)
DESCRIPTIONS- *Creative Writing; *Expository Writing; Higher
 Education; Language Usage; *Student Motivation; Teaching Methods;
 Writing Exercises; *Writing Instruction; Writing Processes; Writing
 Skills

Teachers who restrict their teaching of writing to elements of exposition are likely to fail because there is insufficient content, interest, or challenge in learning simple exposition, and the techniques that contribute to polished exposition are more easily accessible when approached through aesthetic writing. A teaching sequence for using aesthetic writing to teach exposition might include developing student interest, discussing examples, exploring the concept in artistic writing, and then applying the concept in exposition. Possible concepts from aesthetic writing that can be applied to exposition include (1) using narration to support a generalization; (2) using "showing" rather than "telling" techniques; (3) sequencing chronologically; (4) sequencing spatially; (5) sequencing psychologically; (6) developing cohesion and coherence through transitions; (7) using episodic rather than semantic memory; (8) employing metaphors, similes, and analogies; (9) using conversation; (10) developing a point of view; (11) analyzing; and (12) visualizing a concept. (Aesthetic and expository examples of these concepts are included.) (HTH)

ED 236 712 CS 504 375

Magidson, David J.
Learning From the Treasures: Acting Techniques from the Classic Japanese Theater and Their Relationship to the West.
PUB DATE- 8 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Acting; Aesthetic Values; Cultural Context; *Cultural Differences; Cultural Exchange; Cultural Influences; Dance; Drama; Music; *Production Techniques; *Theater Arts
IDENTIFIERS- *Japanese Culture; Kabuki; Noh Theater
Attempts to apply elements of Japanese theatre to western productions, though commendable, are frequently unsuccessful.

Effective use of the Japanese theatre's acting or production techniques requires knowledge of the forces producing its specific styles and techniques. Noh and Kabuki drama harmonize music, dance, and drama to create an awareness of elegance, form, the universe, peace, the role of humanity, and beauty. Scrupulously preserved over centuries, these plays try to reproduce an ideal form--never a major concern in western theatre. Western adaptations fail because they adopt the masks, costumes, and movement of Japanese theatre without considering the function these stylized elements were designed to fulfill. The search for an aesthetic as chronicled by the great Japanese actors of the past offers valuable lessons to Western theatre. Anyone looking for guidance from the Japanese theatre or any foreign art form must assimilate a set of cultural realities first and then metamorphose that into an art form. In terms of technique, this requires total immersion in the culture's form and content, rather than imitation of its surface. (HTH)

ED 236 316 CE 037 156

Course Outline for Lesson Plans for Pre-Employment Laboratory Training in CVAE-VEH Farm and Ranch Mechanical Repair.

Texas A and M Univ., College Station. Vocational Instructional Services.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Agricultural Education; *Agricultural Engineering; *Agricultural Machinery; Agricultural Machinery Occupations; Agricultural Safety; Carpentry; *Construction (Process); Electricity; Engines; Equipment; Equipment Maintenance; Experiential Learning; Farm Management; *Hand Tools; Leadership; Leadership Training; *Machine Tools; Maintenance; Metal Working; Motor Vehicles; *Occupational Information; Parliamentary Procedures; Plumbing; Postsecondary Education; Repair; Sanitation; Secondary Education; Tractors; Vocational Education
IDENTIFIERS- Fence Building; Future Farmers of America

This packet contains 88 lesson plans for a laboratory course in farm and ranch mechanical repair. The lesson plans are organized into six units covering the following topics: occupational information, construction and maintenance (safety, farm carpentry, farm water supply and sanitation, farm electricity, concrete), hot metal work (oxyacetylene welding and cutting, arc welding, soldering), farm power and machinery maintenance and repair (small gasoline engines, farm trucks and tractors functions and maintenance, farm machinery and equipment), fence building and repair (planning, building and maintaining fences), and agricultural leadership (Future Farmers of America, Parliamentary Procedure). Each lesson plan contains a topic, suggested procedures and activities, information for the teacher to use in presenting the lesson, worksheets for students, transparency masters with accompanying scripts, and references. Materials are illustrated with line drawings, and an outline of the course is provided. (KC)

ED 236 331 CE 037 352

Yuspeh, Sheldon
Handbook of Job Analysis for Reasonable Accommodation. Personnel

Management Series.
Office of Personnel Management, Washington, D.C.
REPORT NO.- PMS-720-B
PUB DATE- Apr 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 006-000-1285-0, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Adults; *Disabilities; Employees; Employer Attitudes; *Equal Opportunities (Jobs); Federal Government; Federal Legislation; Federal Regulation; Government Employees; Guidelines; Handicap Identification; *Job Analysis; Normalization (Handicapped); Personnel Needs; Planning; *Work Environment
IDENTIFIERS- *Reasonable Accommodation

This is the second in a series of booklets on reasonable accommodation. It focuses on a job analysis process that can be used to plan and select appropriate actions necessary to accommodate handicapped persons in specific jobs and work environments. The guide is aimed especially at federal agencies, which are required to make reasonable accommodation to the known physical or mental limitations of a qualified handicapped applicant or employee unless the accommodation would impose an undue hardship on the agency. Presented in a question and answer format, the guide contains seven sections that cover the following topics: job analysis and reasonable accommodation, functional job requirements, importance of information about the work environment, identification of functional job requirements and work environment factors, kinds of limitations that persons with disabilities have, and the process used for planning accommodations. A sample job analysis form and three case studies are provided to amplify the subject matter. A glossary of functional limitations categories completes the booklet. (KC)

ED 236 345 CE 037 388

MacCleave-Frazier, Anne; Murray, Eloise Comeau
Reconceptualizing the Teaching of Clothing in Consumer and Homemaking Programs: Implications for Teacher Preparation.
Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Sep 83
CONTRACT- 83-2811
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Clothing; *Clothing Instruction; Family Problems; Higher Education; *Home Economics; Program Development; *Relevance (Education); Secondary Education; Skill Development; *Teacher Education; *Teaching Skills; *Textiles Instruction
IDENTIFIERS- Textiles

This report offers materials from a project proposing a conceptual framework for teacher preparation for clothing program instruction. The project reflects contemporary and future concerns of individuals and families as well as the state of the art of clothing and textiles. The data collection procedures are described as well as questions that emerged. A discussion follows of the development of a rationale for reconceptualizing the clothing aspects of consumer and homemaking programs with emphasis on Brown's three systems of action. Information follows on Brown's conception of the nature of the learner, society, and knowledge. Instructional practices that are considered compatible and incompatible with these views are delineated. A discussion of skills centers on skill development, appropriateness of the practical problem approach, and development of appropriate applications for this approach. The conceptual framework that was developed is described, and recommendations are made for the redirection of clothing programs with implications for teacher education. Teacher competencies are identified, and illustrations are presented of selected practical problems of families that might be addressed through the study of clothing and textiles. (YLB)

ED 236 359 CE 037 407

Two Year Core Curriculum for Agricultural Education in Montana.

Revised.
Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.
SPONS. AGENCY- Montana State Dept. of Public Instruction, Helena.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agribusiness; *Agricultural Education; *Agricultural Engineering; Agricultural Machinery; Agricultural Production; Agricultural Skills; Agronomy; *Animal Husbandry; Behavioral Objectives; Career Planning; Construction (Process); Core Curriculum; Electricity; Engines; Farm Management; Field Crops; Forestry; Guidelines; Horticulture; Leadership; Livestock; Metal Working; Pests; Plant Growth; Safety; Secondary Education; Soil Science; State Curriculum Guides; *Supervised Farm Practice; *Vocational Education; Welding
IDENTIFIERS- Montana

This core curriculum consists of materials for use in conducting a two-year secondary level agricultural education course. Addressed in the individual units of the guide are the following topics: leadership; agricultural career planning; supervised occupational experience programs (SOEPs); agricultural mechanics (shop management and safety, drawing and sketching, hand tools, hardware, basic carpentry and construction, hot and cold metal agricultural mechanics skills, arc welding, oxyacetylene welding, tractor and machinery operation, basic electricity, small gas engines, and careers in agricultural mechanics); animal science (selecting livestock, caring for and managing livestock, feeding animals, providing health care for animals, and raising livestock); special references for animal science; agricultural business; and plant science (plant growth and reproduction, basic soils, soil conservation and erosion control, field crop management, range management, basic horticulture, basic forestry, crop pest management, agricultural chemicals, and career opportunities in plant science). Each unit consists of lists of objectives and references. (MN)

ED 236 428 CE 037 628

Electrical Wiring Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Disabilities; *Electricians; *Electricity; Industrial Arts; Job Performance; Job Skills; Occupational Tests; Prevocational Education; Scoring; Secondary Education; Testing; Trade and Industrial Education; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; *Work Sample Tests
IDENTIFIERS- *Electrical Wiring

This manual contains a work sample intended to screen handicapped students' interest in and to screen interested students into a training program in basic electricity. (The course is based on the entry level of an electrician helper.) Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. The section on administration provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. Instructions for task procedures actions to be taken, as well as post sample interview topics are also covered. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance, a materials list (equipment, source, price), and assembly instructions. Section 7 cites references. An appendix defines terms. (YLB)

ED 236 457 CG 017 007

Burck, Harman D.; Chick, Joyce M., Ed.

Basic Counseling for Personal Concerns for the Occupational Specialist. Competency-Based Modular Series.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Case Studies; Competency Based Education; *Counseling Techniques; *Counselor Client Relationship; *Counselor Training; Inservice Education; Interviews; Learning Modules; Programed Instructional Materials; Referral; *Skill Development
IDENTIFIERS- *Occupational Specialists

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to introduce the specialist to some of the more general and commonly used counseling techniques and procedures, and to assist them in the acquisition of basic counseling skills. Other modules in this set of three are Basic Parent Counseling Skills for the Occupational Specialist, and Basic Vocational Counseling Skills for the Occupational Specialist. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 10 enabling elements or lessons. The enabling elements define helping and discuss the initial interview, spotting mental illness, referral. facilitative relationships, structuring, goal setting, contracting, termination, and case studies. Each lesson includes a worksheet and a self-test; a post-assessment covering the entire module and a bibliography complete the booklet. (JAC)

ED 236 487 CG 017 037

Carlson, Nancy; And Others
Unified State Plan for Guidance, Counseling and Placement in Colorado. Postsecondary.
Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Aug 82

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Awareness; *Career Counseling; Community Resources; Counseling Services; Counselors; Guidance Objectives; *Guidance Programs; Lifelong Learning; *Needs Assessment; Outcomes of Education; *Postsecondary Education; *School Counseling; School Guidance; *Student Personnel Services

This guide, one of three units in the Colorado state plan for guidance program development, is written for educators as both a guideline and a needs assessment instrument to assist in the identification of deficit areas in school guidance programs. In a beginning section, this unit for the postsecondary level provides a brief philosophy of guidance and definitions of commonly used terms, (e.g., guidance, counseling, career education). The three areas covered by the state plan are presented and include: (1) program components (guidance, counseling, and budget, staff, and facilities); (2) student outcomes in 11 areas (e.g., conflict resolution, career planning, responsibility, decision making); and (3) use of resources (business, industry, community). The format of the guide is a series of charts which present either goals and objectives, and sections for recording current activities and the strengths and weaknesses of the current program (Program Components section); or suggested activities/topics and space for marking current practice at each grade level (Student Outcomes section). The Use of Resources section lists suggestions for a resource file and provides program planning sheets. The statement of purpose and membership list for the Colorado Advisory Council for Guidance, Counseling and Placement is also included. (BL)

ED 236 503 CG 017 055

Alishio, Kip C.; Schilling, Karen Maitland

Sex Differences in Intellectual and Ego Development.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Career Choice; College Students; *Developmental Stages; Higher Education; *Intellectual Development; Interpersonal Relationship; *Moral Development; Self Concept; *Sex Differences; Sex Role
IDENTIFIERS- *Ego Development Theory

Perry's scheme of intellectual and ethical development was examined for sex differences with respect to content areas for which sex differences have elsewhere been suggested: occupational choice, interpersonal relationships, and sexual identity. In addition, the content area religion and ego development, as measured by Loevinger's sentence completion test (SCT), was examined. Thirty-one females and twenty-nine males participated. An interview format which applied Perry's unstructured approach to each of the four areas was utilized. Transcribed interviews and SCTs were rated blind. Structural as well as content analyses were performed. Structural analyses revealed no significant sex differences overall or by content area. However, multiple and step-wise regression analyses revealed patterns in which male identity processes consistently focused upon occupational issues while female identity focused upon interpersonal and sexual issues. Content analyses suggest that women focus their interpersonal worlds developmentally upon issues of trust while men focus upon issues of rightness. Results are interpreted in the context of recent works by Chodorow and Gilligan concerning sex differences in development. (Author)

ED 236 583 CS 207 541

Maddox, Lynda M.; Zanot, Eric J.
The Suspension of the National Association of Broadcasters' Code and

Its Effects on the Regulation of Advertising.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advertising; *Broadcast Industry; *Commercial
Television; Court Litigation; *Standards
IDENTIFIERS- Advertising Industry; *National Association of
Broadcasters; *Regulatory Agencies

After a federal judge ruled in 1982 that some stipulations of the National Association of Broadcasters' (NAB) Television Code were violating antitrust laws, the NAB responded by suspending all code operations. Effects of the suspension on network advertising included (1) the disappearance of preclearance for commercials about cholesterol-related products and for advertising aimed at children; (2) the acceptance of some advertising, especially by local stations, formerly prohibited by the code; (3) a greater burden placed on the advertising industry's own regulatory agencies; (4) a lack of interest among top officials of the NAB in reformulating the code; and (5) greater efforts by the Children's Advertising Review Unit and by major networks to uphold the standards of the old NAB code. Thus, while the disappearance of the television code brought some changes in advertising practices, a number of agencies have accepted much of the burden of reviewing and regulating commercial advertising. (MM)

ED 236 616 CS 207 738

Lucoff, Manny
Social and Economic Perspectives in Current Communications Policymaking.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cable Television; *Competition; *Government Role; Information Dissemination; Information Sources; Mass Media; *Policy Formation; Rhetoric; Rhetorical Criticism; *Telecommunications
IDENTIFIERS- *Deregulation; Media Ownership; *Public Interest

Arguing that serious students of telecommunications policy must consider the impact that government deregulation will have on virtually every aspect of communications policymaking, this paper examines two goals that deregulators have deemed essential: convincing regulators that the marketplace is synonomous with public interest, and demonstrating that the marketplace is sufficiently competitive to warrant extensive deregulation. Among the topics considered in the paper are the following: (1) the rhetoric of deregulation, (2) the history of government regulation, (3) the economics of deregulation, (4) competition in the telecommunications area, (5) cross-media ownership, (6) the growth of cable television, (7) efforts of broadcasters to reduce competition, and (8) the relationship of government to business. The paper concludes with a list of questions about deregulation and a warning that the biggest threat to public policy lies in the confusion of the marketplace with the historic principle of the public interest. (FL)

ED 236 648 CS 207 923

Pedersen, Elray L.
S-ESL Spoken English Test (The Standard English as a Second Language Spoken English Test), Tests A, B, C and S-ESL Grammar Test (The Standard English as a Second Language Grammar Test), Forms O, A, B, C and S-ESL Vocabulary Test (The Standard English as a Second Language Vocabulary Test), Forms O, A, B, C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Communication Skills; Elementary Secondary Education; *English (Second Language); *Grammar; Higher Education; Language Tests; *Oral Language; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- *The Research Instruments Project

The three tests that make up this instrument are designed to assess the oral communication, grammatical fluency, and vocabulary development of students for whom English is a second language. The spoken English test comes in two versions: one with 90 items on a cassette tape, the other with 90 items to be read aloud by the examiner. Each version is available in three forms that employ a multiple-choice format requiring the selection of the semantically and grammatically correct response. Two levels of the grammar test have been developed; Form O is for the primary grades, the Forms A, B, and C are for secondary and higher education students. The forms of the vocabulary test are targeted in the same way as the grammar exam. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (language), title, author, date, age range (primary through adult), purpose, and physical characteristics.) (JL)

ED 236 665 CS 207 940

Stone, David Edey
Test of Picture-Text Amalgams in Procedural Texts.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Audiovisual Aids; Eye Fixations; Higher Education;
*Illustrations; *Instructional Materials; Measures (Individuals);
*Reading Comprehension; Reading Processes; Situational Tests;
Textbook Evaluation; Textbook Research
IDENTIFIERS- *Direction Following; *The Research Instruments Project

Designed to assess how people read and comprehend information presented in picture-text amalgams in procedural texts, this instrument presents various combinations of text information and illustrative information on slides. Subjects are assigned to one of four conditions and directed to follow the instructions presented on the slides. Videotapes are used to determine (1) whether the reader was looking at a slide of text, at an illustration, or at model parts; (2) how long the reader's eyes were in each of these three positions; (3) how often the reader looked at each of these three positions; and (4) the sequence in which the reader looked at them. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (postsecondary), purpose, and physical characteristics.) (JL)

ED 236 374 CE 037 430

Bendick, Marc, Jr.

Government's Role in the Job Transitions of America's Dislocated Workers. A Statement before the Committee on Science and Technology and the Committee on the Budget, U.S. House of Representatives.

PUB DATE- 9 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; Adult Vocational Education; Career Change; Career Education; *Federal Aid; *Federal Government; Functional Literacy; *Government Role; Midlife Transitions; *Retraining; *Unemployment
IDENTIFIERS- *Dislocated Workers

The federal government must undertake action to direct and speed the transitions of dislocated workers to new employment. Dislocated workers comprise only 1 or 2 percent of the nation's 11 million currently unemployed workers. Cyclical macroeconomic factors are responsible for the high unemployment rate, not structural factors such as new technology or changing patterns of international trade. The total number of manufacturing jobs is steady, although constant change occurs. Research does not indicate that a displaced worker will experience greater reemployment difficulties than another unemployed individual. The level of funding for supportive services to dislocated workers appears appropriate, but the funds should not be used for retraining in specific occupational skills in high technology occupations. Instead, the federal government should (1) concentrate on the problem of functional illiteracy and provide the prerequisites for skill training, (2) persuade the private sector to invest more in training their current employees, (3) train dislocated workers in job searching and career management, and (4) provide short-term assistance teams for communities experiencing large-scale employment dislocation. (YLB)

ED 236 387 CE 037 477

Bishop, John, Ed.
Subsidizing On-the-Job Training. An Analysis of a National Survey of Employers. Studies in Employment and Training Policy: 1.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wisconsin Univ., Madison. Inst. for Research on Poverty.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Aug 82
CONTRACT- ETA/DOL-20-06-80-11
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Employer Attitudes; *Employers; *Federal Programs; *Grants; *Job Development; *On the Job Training; Participant Characteristics; *Participation; Surveys; Use Studies
IDENTIFIERS- Employer Surveys

This volume presents the results of a data analysis of an employer survey to investigate uses of subsidies to provide jobs and training for unskilled and inexperienced workers and to examine the impact of those uses on employers. Chapter 1 introduces the subsidy programs and the data set and tabulates how participation in each program varies with industry and establishment size. Chapter 2 examines which employers are familiar with the programs and addresses employer awareness of program existence. By studying determinants of firm participation in the program, chapter 3 explores reasons why so few employers are familiar with a program participant. Chapter 4 examines the impact of these programs on employment levels of participating firms. Relevant research on employment and training subsidies is reviewed in chapter 5, and changes in program design are recommended. Chapter 6 analyzes determinants of the employer's investment in selecting a new employee--the number of applicants interviewed and the number of hours spent recruiting and interviewing for a position. Rates of resignations and dismissals are studied in chapter 7. Chapter 8 examines the amount of training provided to new workers and the resulting productivity growth. The determinants of wage growth are analyzed in chapter 9. The survey instrument is appended. (YLB)

ED 236 400 CE 037 503

Davidson, Jane S.; Morris, Carol
Housing & Home Furnishings Curriculum Guide. Energy and the Family.
Lamar Univ., Beaumont, Tex.
SPONS. AGENCY- Gulf States Utilities, Beaumont, TX.
PUB DATE- 83
AVAILABLE FROM- Gulf States Utilities, P.O. Box 2951, Beaumont, TX 77704.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Air Conditioning; Air Flow; Citations (References); Climate; *Conservation Education; Curriculum Guides; *Educational Resources; *Energy Conservation; Fuel Consumption; Heat; Heating; Home Economics; *Home Furnishings; *Housing; Housing Needs; Instructional Materials; *Learning Activities; Secondary Education; Solar Energy; Temperature; Transparencies; Units of Study; Ventilation
IDENTIFIERS- Texas

This curriculum guide on housing and home furnishings, covering one of the five content areas of the Energy and the Family Curriculum Guide, has been designed to provide learning experiences and identify resources that can be used to develop units of study related to energy usage and conservation. The guide is intended for use in comprehensive courses of home economics as well as specialized courses of the home economics subject matter content areas, especially in the state of Texas. The guide contains three major units: selection of energy-efficient housing, evaluating a home for energy efficiency, and maintaining thermal comfort through interior design. Some of the subjects covered in the units are human needs and values; mobile homes, apartments, townhouses, and single-family dwellings; new types of housing, such as solar and earth homes; heat transfer and air infiltration; building an energy-efficient home; retrofitting existing homes; design elements inside and outside the home; and window treatments, furniture arrangement, and lighting. For each major concept, the guide provides a competency statement, terminal performance objectives, as well as concepts and generalizations linked to specific learning experiences and resources. The guide contains three appendixes.

Appendix A contains a bibliography of books, pamphlets, multimedia materials, and other teaching aids. Appendix B contains prepared information sheets, games, bulletin board ideas, check sheets, evaluation forms, and transparency masters. Appendix C is a collection of background information that may be helpful to the teacher in using the learning experiences. A glossary completes the curriculum guide. (KC)

County); Mississippi (Jackson County)

A study was undertaken to gather data for use in planning a regional learning exchange network that would meet the learning needs of adults in three counties in the gulf coastal region of Mississippi. During the study, project-developed questionnaires were administered to representatives of agencies that would either host or sponsor the learning exchange network. A third survey was administered to representatives of the mass media in the region in order to determine the amount of cooperation and support that could be expected from them. The majority of those responding to the surveys were strongly in favor of the idea of a learning exchange network. After making an extensive review of the literature pertaining to learning exchanges, learning brokerages, and free universities, the researcher formulated a detailed plan for implementing a learning exchange network that would serve Hancock, Harrison, and Jackson counties in Mississippi. (The implementation plan, consisting of recommendations concerning the organization of the learning exchange network, personnel requirements, and program planning and implementation, concludes this report. Appended to the report are the three survey questionnaires, detailed summaries of the responses to the questionnaires, a list of network center locations, an implementation timetable, a proposed budget, and sample client and learning plan worksheets.) (MN)

ED 236 472 CG 017 022

Clark, Maxine L.; Pearson, Willie, Jr.
Group and Self Identity: Rethinking an Unresolved Phenomenon.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Attitudes; Black Culture; *Blacks; College Students; Higher Education; Identification (Psychology); Role Perception; *Self Concept; *Sex Differences; *Social Cognition
IDENTIFIERS- *Identity Models; Katz and Braly Scale; Tennessee Self Concept Scale

Previous research by W. Cross (1980) concluded that blacks have a multifaceted reference group orientation which utilizes both black and white anchor points dependent upon situational cues. To further delineate the relationship between the group and self identity and to determine if the relationship between these constructs differs for black male and female college students, 51 black (19 males, 32 females) college students completed the Katz and Braly Scale (rating the degree of favorability of 84 adjectives usually used to describe people, and selecting 5 which were most descriptive of themselves, black Americans, white Americans, and women and men); and the Tennessee Self Concept Test, a multidimensional measure yielding an overall self-concept score and 9 others: identity, acceptance, behavior and attitudes about one's physical, moral, personal, familial and social self, and self-criticism. An analysis of the results showed no relationship between the total self-concept score and the ratings of black and white Americans for either males or females. Group and self identity were unrelated for this sample of middle class, black college students. Females' ratings of males were positively correlated with self-concept and were a significant predictor of their total self-concept. Males' ratings of men were not correlated with self-concept. Future research will need to vary social class, age, geographic region, degree of interracial contact, and other social variables to adequatley assess for whom and under what circumstances group identity influences personal identity. (BL)

ED 236 520 CG 017 072

Gunderson, Margaret S.; Moore, Earl J.
Elementary School Guidance Curriculum Grades K-6. Georgia Comprehensive Guidance Series.
Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Children; *Competency Based Education; Decision Making Skills; *Elementary Education; *Guidance Programs; *Interpersonal Competence; Problem Solving; *Program Improvement; School Counseling; Self Concept; Self Expression; Skill Development; Values Clarification
IDENTIFIERS- *Georgia Comprehensive Guidance Model

This manual provides a framework, to be used by elementary program developers and teachers, for creating or improving guidance curriculum programs. The manual is based on the Georgia Comprehensive Guidance Model, which is appended for reference. The materials in the manual represent a competency-based approach that is designed to provide a comprehensive framework of knowledge, skills, and attitudes that students can gain from a developmental guidance program. The manual is divided into curricula by grade level, K-6. Each grade focuses on the development of skills in the content areas of self understanding, interpersonal relations, expressing ideas, gathering and processing information, rights and responsibilities, valuing and decision making, achievement motivation, and problem solving. Each content area is organized according to roles, competencies, performance indicators, and suggested performance levels. Progress report forms list content areas and competencies, with space provided for indicating the student's mastery level. An overview of grade level competencies completes the manual. (BL)

ED 236 632 CS 207 907

Benterud, Julianna G.
Categories for Observing Language Arts Instruction (COLAI).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Classroom Observation Techniques; Classroom Research; Elementary Secondary Education; *Language Arts; Measures (Individuals); Postsecondary Education; *Reading Instruction; *Time on Task
IDENTIFIERS- *The Research Instruments Project

Designed to study individual use of time spent in reading during regularly scheduled language arts instruction in a natural classroom setting, this coding sheet consists of nine categories: (1) engagement, (2) area of language arts, (3) instructional setting, (4) partner (teacher or pupil(s)), (5) source of content, (6) type of unit, (7) assigned or chosen task, (8) rate of success, and (9) other activities. Students are observed for 30-second intervals on a rotation basis, and the behavior noted is coded in the appropriate column on the coding sheet. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (language arts), title, author, date, age range (applicable to any instructional situation), purpose, and characteristics.) (HTH)

ED 236 681 CS 207 957

Strobel, Shirley H.

Teaching Conceptualization through Narrative Analysis: A Formula for Theme.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Conflict; Discovery Learning; *Discussion (Teaching Technique); English Instruction; Grade 11; High Schools; *Learning Processes; *Literary Criticism; *Literature Appreciation; Models; Teaching Methods
IDENTIFIERS- *Conflict Analysis; *Heuristics; Miller (Arthur); Steinbeck (John); Thematic Analysis

A five-step method of conflict analysis can help students generate accurate and complex theme statements about literature without teacher intervention. The conflict analysis involves (1) identifying the characters who are in conflict as a series of pairs and determining if the protagonist has an inner conflict; (2) determining the major conflict, which is found at the center of the narrative's climax or turning point; (3) identifying each conflict between characters in terms of the ideas they represent, creating paired opposites of abstractions such as selfish and unselfish; (4) analyzing the conflict's resolution to determine which of the opposing forces is stronger; and (5) deciding why the dominant force wins out or why there is no resolution. The answer to this last question is the theme statement. Conflict analyses of John Steinbeck's short story, "Flight," and Arthur Miller's play, "Death of a Salesman," show how this procedure can be used effectively with different literary genres. (MM)

ED 236 729 CS 504 427

Harrell, Ann; Schormann, Randall
In-House Course Work for Salary Step Credits: The Program at McLennan Community College.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Faculty; College Programs; Education Work Relationship; *Faculty Development; Higher Education; *Inservice Teacher Education; Professional Continuing Education; Professional Development; *Program Development; Program Effectiveness; *Teacher Effectiveness; Teacher Workshops; Two Year Colleges

On-campus credit courses for the professional development of community college faculty have proven to be a highly effective means of improving the quality of instruction at McLennan Community College (Waco, Texas). If carefully designed, implemented, and evaluated, these courses can provide an appropriate alternative to faculty enrollment in postgraduate courses at other institutions. A successful program of professional development courses must include a clear recognition of the faculty's instructional needs and interests; offer faculty members maximum convenience, economy, and time efficiency; and utilize appropriate evaluative procedures to determine the courses' instructional value for both the enrolled faculty members and their own students. (Extensive appendixes include explanations of professional development requirements and salary schedule credits, a sample course proposal and prospectus, the syllabus and evaluation of a faculty workshop, and a list of noncredit seminars and credit courses offered at the community college.) (MM)

ED 236 537 CS 007 267

Peryon, Charleen D., Ed.
Proceedings of the Annual Symposium on Reading Education (2nd, Mangilao, Guam, November 13, 1981).
Guam Univ., Mangilao. Coll. of education.
PUB DATE- 13 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Basal Reading; Beginning Reading; Cognitive Processes; Creative Thinking; Elementary Education; *Individualized Reading; Language Experience Approach; Learning Disabilities; Programed Instruction; *Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Research; Self Concept; *Teaching Methods

Drawn from an annual symposium held at the University of Guam to recognize and encourage scholarly activities of graduate students in the reading education department and to promote continued interdepartmental dialogue on the teaching of reading, the nine papers in this compilation deal with various approaches to reading instruction. Topics discussed in the papers are (1) individualized instruction, (2) creative thinking ability and its relationship to the reading comprehension and intelligence of fourth grade students, (3) the basal reader approach to beginning reading instruction, (4) the learning contract as a means of improving students' comprehension in the study of literature, (5) the language experience approach, (6) the effectiveness of the basal reader approach, (7) programed instruction, (8) the relationship of self-concept to individualized reading, and (9) the neurological correlates of reading and learning disabilities. (FL)

ED 236 568 CS 007 356

Polanik, Margaret
The Effect of Readability on Sight Copying in Elementary School Girls and Boys.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- *Age Differences; Difficulty Level; Elementary Education; Error Analysis (Language); Females; Foreign Countries; Grade 4; Grade 6; Grade 8; Learning Strategies; Males; *Readability; *Reading Research; *Sex Differences; Sight Vocabulary
IDENTIFIERS- *Copying Ability

To determine how the difficulty of print materials affected elementary school students' sight copying accuracy and productivity and to explain correlate variance related to copying, 149 students in grades four, six, and eight were assigned materials to copy for three minutes. All subjects copied passages at grade level and at two grades above and below grade level. Each passage received a productivity score and an error rate score. Analyses of variance and covariance were used to evaluate the data collected. The findings indicated that (1) productivity increased with students' grade level; (2) girls' productivity was superior to boys' at grades four and eight; (3) although affecting productivity, differences in difficulty levels revealed a pattern generally unrelated to increasing readability; (4) productivity was affected only slightly by the differences in material difficulty at grades six and eight; (5) the average number of errors decreased at each higher grade; and (6) the relationships between Canadian Test of Basic Skills subtests and both copying productivity and accuracy were mixed. (Appendixes include test scores, sample passages, scoring criteria, and student responses.) (Author/MM)

ED 236 601 CS 207 580

Jolly, Peggy
A Question of Style.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- College English; Higher Education; High Schools; *Imitation; Language Styles; Learning Activities; *Literary Styles; Teaching Methods; *Writing (Composition); *Writing Exercises
IDENTIFIERS- PF Project; *Writing Style

An approach to teaching stylistics, or writing style, to high school and college composition classes is described in this brief article. AUTHOR'S COMMENT (excerpt): Composition teachers generally recognize and appreciate grace in writing. But teaching or learning that grace is difficult at best. Perhaps style cannot easily be taught, but it can be recognized, analyzed, and imitated. Imitation is one device to hasten the acquisition of an individual's style. THE APPROACH (excerpt): First, a student is asked to copy verbatim a passage of published prose from a magazine such as "Harpers," "Esquire," or "Time." Full documentation follows the passage. Next, students are asked to imitate the original passage with a sample of their own writing. The forgery may or may not be on the same topic. The students' writing should, however, include the same number of sentences and approximately the same number of words as the original sample. Both pieces of writing are then submitted to the teacher and classmates who attempt to distinguish the published writing from the students' writing. This recognition is the beginning of an awareness of style. (KC)

ED 236 697 CS 207 983

Ruter, Allan J.
Beowulf Debunked: A Pragmatic Approach to English Literature.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *College English; English Curriculum; *English Instruction; *English Literature; Higher Education; Language Styles; Language Usage; *Literary Genres; *Literature Appreciation; *Nineteenth Century Literature; Student Needs; Teaching Methods

Students need to be made comfortable with the "foreign" language of British English before they can fathom the range of and changes in English literature through the centuries. In one approach to college English, students spend most of the first semester studying nineteenth century novels. After having studied four such novels, each for between two and four weeks, students have acquired a confidence in their abilities to read and analyze the literature of another country. During the second semester, therefore, the students are able to survey an expanse of English poetry that previously would have crushed them under its metaphorical weight. Rather than having students study the poetry en masse, certain poems are selected and collected into six short units, chronologically ordered. From there the students move into plays or short novels. In this way, they focus not on chronology, not on themes, but on the works themselves. By the time the students reach twentieth century literature, they can better appreciate it because they understand what precedes it. (A sequence of literature for a college English course is appended.) (HOD)

ED 236 713 CS 504 390

Chandler, Daniel Ross
Henry Ward Beecher: A Nation's Tribune.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Christianity; Clergy; Communication Research; *Communication Skills; *Persuasive Discourse; Philosophy; Public Speaking; *Religion; *Rhetoric; United States History
IDENTIFIERS- *Beecher (Henry Ward); *Nineteenth Century History; Transcendentalism

Henry Ward Beecher was America's most prominent 19th century liberal preacher and a major spokesperson for New England Transcendentalism. His philosophy integrated four fundamental themes: the creation of a moral code based on the internalization of values and peer group pressures, the establishment of the reform ideal of the impartial nonpartisan public critic, the emphasis upon reaching the "common man" through mass communication, and the adherence to a naturalistic Christianity that made religion a matter of common sense for the American believer. As a powerful and eloquent lecturer beyond his Plymouth Church in Brooklyn, New York, Beecher championed free inquiry, explaining that knowledge about God is gained through humanity's moral experiences and historical developments. He gained fame, not only through his dramatic speaking tours in England and Scotland during the American Civil War, but also by supporting President Lincoln and emancipation, establishing the Republican party, and delivering the principal address when the American flag was returned in victory to fly above Fort Sumpter. Although born during an era pervaded with Calvanism, hell, and eternal punishment, Beecher died a believer in evolution. By preaching of God as a compassionate father, he freed the minds of men and women from their bondage to the Puritan God of fear, and by exerting persistent pressure upon American culture, he made religious principles pragmatic practices. (HTH)

ED 236 317 CE 037 174

Conter, Robert V.
Continuing Education and Aging: What's Going On? Where Are We Going?
PUB DATE- 18 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; Adult Students; *College Curriculum; College Programs; *College Students; Educational Demand; Educational Gerontology; *Educational Improvement; Educational Innovation; *Educational Needs; Educational Trends; Enrollment; Enrollment Influences; Futures (of Society); Higher Education; Nontraditional Students; *Older Adults; *Student Educational Objectives; Student Motivation

Two nationwide surveys of college educational programmers and older adults (over 60 years of age) were conducted during 1982. The first survey polled 249 educational programmers to determine the current status of older adult educational activities in terms of the institutions' demographics, funding sources, and programmer expectations of expansion or contraction of services in the near future. The second survey polled both educational programmers and older adult students (all former participants) as to the programmers' expectations and the older persons' motivations for participation in educational experiences in later life. The first study showed that educational programmers regard seniors, in terms of future growth, as an interested but fairly static market for their programs. The second survey showed a lack of congruence between the expectations of educational programmers and the motivations of the senior adults regarding selection of their educational experiences. Much of this lack of congruence involved differing expectations and motivations by the educational programmers and senior adults with regard to need- and want-oriented course offerings. Though the older adults displayed high levels of interest in the "need" courses, their interest was not as consistent as the programmers' and declined rapidly. Educational programmers tended to be more need-oriented in their course offerings, while older adults chose more want-oriented courses. The results of the study should assist programmers in making their offerings more consistent with older adults' motivations and may cause them to look to the older adult market as one source of revenue to help keep their institutions afloat. (KC)

ED 236 332 CE 037 353

Not Working: Unskilled Youth and Displaced Adults. A Look at the Demographic, Technological, and Educational Causes of Youth and Adult Unemployment and at Some Program Responses of the Ford Foundation. A Working Paper.
Ford Foundation, New York, N.Y.
PUB DATE- Aug 83

AVAILABLE FROM- Ford Foundation, Office of Reports, 320 East 43rd Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Adult Literacy; Adults; Articulation (Education); Basic Skills; *Change Strategies; Competency Based Education; Computer Assisted Instruction; Cooperative Programs; *Demography; Dropout Prevention; Dropout Programs; Educational Attainment; Educational Change; *Educational Needs; Education Work Relationship; Employment Patterns; Employment Problems; Futures (of Society); Influences; Inner City; Linking Agents; Minority Groups; Program Descriptions; *Technological Advancement; *Unemployment; Urban Areas; *Youth Employment
IDENTIFIERS- Comprehensive Employment and Training Act; *Dislocated Workers; Ford Foundation

While minority youth and adults have traditionally experienced high rates of unemployment, recent demographic, educational, and technological changes have all combined to cause a sharp increase in the numbers of unemployed and displaced minority group workers. A review of past employment and training programs such as the Comprehensive Employment and Training Act (CETA) reveals that they suffer from a variety of shortcomings, including a lack of effective transitional mechanisms for moving into unsubsidized jobs, a scarcity of successful models for upgrading employees to better positions, poor system coordination and ineffective program design, and a failure to involve private industry adequately in the design and operation of employment and training programs. Currently, the Ford Foundation is helping to address the employment-related problems of minority youth by performing the following activities: developing the basic literacy skills of dropouts and other high-risk youth; promoting public and private partnerships to address the training needs of high-risk and dropout youth; supporting research and policy studies involving youth, education, labor markets, and alternative forms of employment; and clarifying and testing ways in which displaced workers can adapt to the structural transformation of the labor market. (MN)

ED 236 346 CE 037 390

Dunn, James

Machine Shop Milling Machines. Oklahoma Trade and Industrial Education.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 83
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1515 W. Sixth Avenue, Stillwater, OK 74074 (Teacher Edition: In-State--$11.00, Out-of-State--$22.00; Student Edition: In-State--$10.00, Out-of-State--$20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; Behavioral Objectives; Competency Based Education; Curriculum Guides; Learning Activities; *Machine Tool Operators; *Machine Tools; Postsecondary Education; Safety; Secondary Education; Tests; *Trade and Industrial Education; Transparencies; Units of Study

This curriculum guide provides instructional materials designed to equip students with basic knowledge and skills that will enable them to enter the machine trades at the machine-operator level. The curriculum is designed for use in full-time secondary and postsecondary classes and part-time adult classes. It can also be adapted to open-entry, open-exit programs. Three instructional units are included, each consisting of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objective), assignment sheets (applications of knowledge that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. The units cover (1) identification of parts and attachments of vertical and horizontal milling machines, identification of work-holding devices, safety rules, and performance of general maintenance; (2) set up and operation of a horizontal mill; and (3) set up and operation of a vertical mill. (YLB)

ED 236 360 CE 037 408

Ratcliff, Dale L.
Summarizing High School Supervised Occupational Experience Program

Records for Better Use in the Classroom Situation. Final Report.
SPONS. AGENCY- Missouri State Dept. of Education, Jefferson City.
Research Coordinating Unit.
PUB DATE- 24 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Non-Print Media (100)
DESCRIPTIONS- Academic Records; *Agricultural Education; Computer Managed Instruction; *Computer Oriented Programs; Computer Programs; *Data Collection; High School Students; Information Retrieval; Information Storage; Microcomputers; Program Improvement; Secondary Education; *Student Records; *Supervised Farm Practice; Vocational Education

A project was undertaken to develop a microcomputer program that would allow vocational agriculture instructors and students to enter information concerning a supervised occupational experience program (SOEP) into the computer. From there the program was to assist students to summarize that information from multiple entries and to print it out in a sorted, hard copy form. During the course of the project, such a microcomputer program was developed and tested using data concerning students at California High School in California, Missouri. The program was written to allow data to be printed out on the basis of grade level as well as on the basis of the entire vocational agricultural program. (The project-developed computer program is appended to this report.) (MN)

ED 236 415 CE 037 569

Ernst, Nora S.
Think It Older. A Guide to a Career in Gerontology. A Comprehensive Model for the Development of Training Coordinators. Final Report.
Texas Univ., Dallas. Gerontology Services Administration.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Education; Administrator Qualifications; Allied Health Occupations; *Allied Health Occupations Education; Competence; Competency Based Education; Coordination; *Curriculum Development; *Educational Needs; Employment Qualifications; *Gerontology; Guidelines; *Instructor Coordinators; Job Skills; Material Development; Needs Assessment; *Nursing Homes; Pilot Projects; Postsecondary Education; Teaching Guides

A project was undertaken to develop a competency-based educational curriculum to meet the job requirements of nursing home training coordinators. During the project, researchers assessed the current state of the role of nursing home training coordinators and the performance competencies needed by them. In addition, curriculum guidelines were designed to meet the needs and requirements for a position as a nursing home training coordinator. Also developed during the project was a training manual for use in helping other educational institutions to replicate the project-developed nursing home trainer coordinator curriculum. In the fall of 1979, a project-sponsored course entitled "Inservice Coordination in the Health Care Setting" was developed and offered to 14 students at the School of Allied Health Sciences of the University of Texas Health Science Center in Dallas. The final phase of the project involved the development and approval of a minor in gerontology that was made available to students in Allied Health Education. The questionnaire, field survey results and curriculum guidelines are appended. (MN)

ED 236 444 CG 016 993

Brion-Meisels, Steven; And Others
Adolescent Development and Sexuality. Adolescent Decisions Curriculum.
Judge Baker Guidance Center, Boston, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G-008001910
AVAILABLE FROM- Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Adolescent Development; Adolescents; Contraception; Dating (Social); *Decision Making Skills; Homosexuality; Humanistic Education; Interpersonal Competence; Learning Modules; Life Style; Parent Role; Peer Influence; Physical Characteristics; Pregnancy; Reproduction (Biology); Secondary Education; *Secondary School Curriculum; *Sex Education; Sex Role; Sexuality; *Skill Development; Social Behavior; Teaching Guides

This teacher's manual is one volume in a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: sexuality and social relationships, drug (substance) use and abuse, work, juvenile law, and people and government. An introductory section lists the general goals of the curriculum, i.e, to provide factual information, to give students an opportunity to anticipate, practice, and reflect on decisions they face or will face about sexual behavior, and to legitimize student questions and concerns. Lesson format and suggested teaching strategies, e.g., role plays, collages, brainstorming, are also described in the introduction and suggestions for staff training, and parent and community involvement, and a list of audiovisual materials and references are provided. The 23 content lessons cover anatomy and puberty; changing relationships (decisions, parents, friendships, dating, sex roles, homosexuality); sexual activity (readiness, pregnancy, birth control, disease); and parenting and lifestyle. Each lesson lists goals, activities, needed materials, and references. Activities and materials include vocabulary lessons, confidential question boxes, worksheets, strategies for decision-making, homework, and lesson evaluations. A final student assessment and course evaluation complete the manual. (BL)

ED 236 458 CG 017 008

Nutter, Juanita B.; Boland, Jeanne M.

Human Relations Skills in Individual Interactions for the Occupational Specialist. Competency-Based Modular Series.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- Feb 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Communication Skills; Competency Based Education; *Counseling Techniques; *Counselor Client Relationship; *Counselor Training; Decision Making; Helping Relationship; Human Relations; Inservice Education; Learning Modules; Nonverbal Communication; Programed Instructional Materials; School Counselors; Self Disclosure (Individuals); *Sensitivity Training; Units of Study

IDENTIFIERS- *Occupational Specialists

This self-instructional module, one volume of a series of competency-based modules in human relations skills for occupational specialists, is designed to help the specialist interact effectively with a variety of students, teachers, co-workers and employees. Other modules in this set of three are Level I Human Relations Skills for the Occupational Specialist Working with Groups, and Level II Human Relations Skills for the Occupational Specialist Working with Groups. The module provides a prospectus, which details objectives and explains how to use the module; a flow-chart, which illustrates the self-instructional process; a pre-assessment quiz; and a work plan in chart form. Instructional activities (reading assignments and learning activities) are listed for each of the 10 enabling elements or lessons. The enabling elements deal with attending, nonverbal and paralinguistic behaviors, concreteness, empathy, seeing the student for the first time, self-disclosure, confrontation with empathy, immediacy, decision making, helping relationships, and communicating respect. Each lesson includes a worksheet and a self-test; a post-assessment covering the entire module and a bibliography complete the booklet. (JAC)

ED 236 488 CG 017 038

Kaeser, Susan C.; Hooper, Paula K.
Seventh and Eighth Grade Dropouts in Ohio: Research on Who They Are, Why They Leave and How School Districts Count Them.
Citizens' Council for Ohio Schools, Cleveland.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Dropout Characteristics; *Dropout Prevention; Dropout Research; *Dropouts; Early Parenthood; Educational Environment; *Educationally Disadvantaged; Educational Objectives; Expulsion; Grade 7; Grade 8; Recordkeeping; School Holding Power; Secondary Education; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *Ohio

Despite the legal mandate for fulltime school participation between the ages of 6 and 18 and the mandate for high school completion, many youths do not fulfill these expectations and are viewed as dropouts. To investigate the characteristics of seventh and eighth grade students who leave school and the reasons why they do so, school personnel in 39 Ohio school districts were interviewed through phone calls and selected school visits. These districts accounted collectively for 94.5 percent (N=436) of seventh grade dropouts and 87.3 percent (N=670) of eighth grade dropouts in the state. Although discrepancies in local district data collection methodologies and definitions of a dropout were found, it was established that the largest single category of dropouts were those individuals whom the school districts could not locate. The reasons students left school included expulsion, pregnancy, being over age for grade, institutionalization, running away, and several other low incidence reasons, e.g., marriage, family responsibility, parent request, and military service. Educator observations on why students leave school include lack of family support for education, troubled homes, and "low normal" intelligence. Improvements in record keeping, disciplinary practices, particularly in regard to expulsion, programs for pregnant teenagers and teenage parents, and additional attention to special academic needs should be undertaken to remedy dropout problems. (Appendices include the data collection form and a detailed report from the Cleveland School District listing dropout data by race, age, and sex). (BL)

ED 236 504 CG 017 056

Falbo, Toni
The One Child Family in Perspective.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Affiliation Need; *Child Development; Child Psychology; Child Rearing; *Family Environment; Family Planning; *Family Size; *Individual Characteristics; Intellectual Development; Literature Reviews; Mental Health; Parent Child Relationship; Self Esteem
IDENTIFIERS- *Only Children

The increase in one child families in the 1980's is analogous to the one child family rate during the Depression years. Although family size was limited for economic reasons during the Depression, current increases in the number of one child families are attributed to advances in contraceptive technology, increased employment of women, inhibiting economic factors, and increased marital instability. The increased numbers of voluntory one child families, may result in a child psychologically different from the only child of past generations. The well-known confluence model of intellectual development, which posits that intellectual development is determined by the level of family intelligence, is currently in doubt due to the recognition of various confounding factors, (e.g., father absence, socioeconomic status), and subsequent research. Studies of achievement with only children have shown that only children perform better academically than others. Parental expectation, financial abilities, and an uninterrupted relationship with the child are possible reasons for this high achievement. Self-esteem studies have placed only children above, below, and at par with others. In interpersonal relations only children have been found to be less affiliative than others, which may be the result of the relatively large amounts of affection they receive from their parents, rather than a lack of social skills. Only children appear to be mentally healthy, with many studies indicating that only children are underrepresented in psychiatric literature. Future research should focus on factors other than sibling absence in defining characteristics of the only child. (BL)

ED 236 553 CS 007 339

Matlak, Richard E.; Kerber, Kenneth W.
Pedagogical, Psychological, and Literary Applications of Self-Report Inventories.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Characterization; Higher Education; *Integrated Activities; *Interdisciplinary Approach; *Interpersonal Relationship; *Literature Appreciation; *Reading Research; Research Methodology; *Self Evaluation (Individuals); Social Psychology
IDENTIFIERS- *Self Report Inventory

To determine whether self-report psychological inventories could be used to better understand characters in literature, a psychology instructor and an English instructor arranged their courses so that they both focused on interpersonal relationships. The psychology course emphasized research on attraction, romantic love, and interpersonal relationships, while the English course analyzed the literary representation of male-female relationships in short stories and novels. Psychological inventories were used with 18 students in the two courses to explore (1) a pedagogical hypothesis that Leary's Interpersonal Adjective Checklist would identify problem areas in student interpretation of character motivation in fiction; (2) a psychology-of-reading hypothesis that a significant relationship would exist between a reader's view of human nature, as measured by Wrightman's Philosophy of Human Nature Scale, and his or her description of characters on the Leary Checklist; and (3) a literary hypothesis that the classic categorizing of characters into "round" and "flat" would be corroborated by reader perception of the character's interpersonal behavior on the Leary Checklist. Results supported all three hypotheses, indicated the potential value of using self-report inventories to understand fictional characters, and showed that the interdisciplinary approach enhanced both the teaching and the learning processes. (Charts of data are appended.) (Author/FL)

ED 236 584 CS 207 562

Forbes, Malcolm
How To Write a Business Letter. Power of the Printed Word.
International Paper Co., New York, NY.

PUB DATE- 81
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept. 1, P.O. Box 954, Madison Square Station, New York, N.Y. 10010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Business Correspondence; Guidelines; Success; *Writing (Composition); *Writing Improvement
IDENTIFIERS- PF Project

Business letters should turn people on rather than turning them off. To write a good business letter, know what the goal is before starting to write, call the reader by name, tell what the letter is about in the first paragraph, refer to dates when answering letters, and write from the reader's point of view. Be positive, be nice, and be natural. Don't be cute or flippant, but don't be afraid to display a sense of humor. Be specific. Lean heavier on nouns and verbs and lighter on adjectives, and use the active voice instead of the passive voice. Make the letter visually appealing. Keep it short, use underlining and indentation for emphasis, and make it perfect. Make the meaning crystal clear, use good English, don't put on airs, don't exaggerate, distinguish opinions from fact, and be honest. Edit ruthlessly. Use the last paragraph to tell the reader what is anticipated as a followup. Close with something simple and sign legibly. (DC)

ED 236 617 CS 207 751

Bazerman, Charles
The Writing of Non-Fiction: Contexts, Choices, and Constraints in a Scientific Paper.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Authors; *Content Analysis; *Language Styles; *Nonfiction; Persuasive Discourse; *Research Reports; Revision (Written Composition); Scientific Attitudes; *Scientific Concepts; Technical Writing; *Writing Processes
IDENTIFIERS- Audience Awareness

To identify the means by which scientific discourse achieves any degree of success in representing nature, an examination was made of Arthur H. Compton's and Alfred W. Simon's paper, "Measurements of Beta-Rays Associated with Scattered X-Rays," which originally appeared in 1925. Analysis reveals that the rhetorical choices of Compton, the major author, were constrained by contextual forces, directed by procedures of scientific argumentation, and motivated by personal commitment to record claims and data as accurately as possible. Contextual constraints reflected the structure of the scientific community, the thought style and expressive habits of the period, the social position and interests of the investigator, the research program of the scientist, and the nature of the challenges to prior formulations of theory. Given the canons of scientific argumentation that Compton observed, the center of his persuasive strategy was the active search for passive constraints. He bolstered his original discovery claim by developing a new source of data; he answered challenges by finding specific refuting data; and he advanced his own career by revealing more about the phenomenon and by developing techniques for looking more intimately into nature. Then, having chosen to publish, Compton was committed to presenting his theory and results as clearly, accurately, and precisely as the material and language would allow. (HOD)

ED 236 649 CS 207 924

Pavlik, Robert A.
Mastery Assessment of Basic Reading Concepts (MABRC).
PUB DATE- 74
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Higher Education; *Knowledge Level; Measures (Individuals); *Outcomes of Education; Program Effectiveness; *Reading Teachers; Research Tools; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- *The Research Instruments Project

Designed to determine if elementary school teachers have mastered the reading concepts most emphasized in undergraduate courses at the University of Northern Colorado, where they mastered these concepts, or why they have not mastered the concepts, the measure includes 51 items in multiple-choice format. The items cover "basic reading concepts," defined to include nature of the reading process, the developmental reading program, reading readiness, and instructional practices in reading. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review that precedes the document lists its category (teacher knowledge and attitudes), title, author, date, and age range (adult), and describes the instrument's purpose and physical characteristics.) (JL)

ED 236 666 CS 207 941

Brause, Rita S.

Comprehension of Ambiguity and Other Polysemous Utterances: Presented in Spoken Mode.

PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Ambiguity; Elementary Secondary Education; Language Processing; *Listening Comprehension; Listening Comprehension Tests; *Listening Skills; Postsecondary Education
IDENTIFIERS- *The Research Instruments Project

Designed to assess listeners' comprehension of ambiguous and polysemous utterances, this instrument is a series of 24 statements that include varying degrees and types of ambiguity. Subjects listen to prerecorded audio tapes of these statements, presented in a neutral tone that provides no stress or pitch cues to aid "disambiguation." Subjects are asked to explain each statement, and only those interpretations similar to paraphrases agreed upon by expert validators are considered correct. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (language), title, author, date, age range (ages 7 through adult), purpose, and physical characteristics.) (HTH)

ED 236 375 CE 037 431

Bishop, John H.
The Social Payoff for Occupationally Specific Training: The Employers' Point of View. Technical Report and Executive Summary. Studies in Employment and Training Policy: No. 3.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
GRANT- NIE-G-81-0022
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Employer Attitudes; *Employment Qualifications; *Entry Workers; Inplant Programs; Job Skills; Occupational Information; *On the Job Training; Postsecondary Education; *Relevance (Education); Secondary Education; Surveys; *Vocational Education; Work Experience
IDENTIFIERS- Employer Surveys

Data from a survey funded by the National Institute of Education involving 3,847 employers were analyzed to examine the relationship between school-provided vocational education and employer-provided on-the-job training. Employers reported that school-provided vocational training was required for 9.5 percent of the jobs studied and "important but not required" for another 37.9 percent. School-provided vocational training seemed complementary with on-the-job training. Jobs that have school-provided vocational training as a prerequisite for hiring offered newly hired workers greater amounts of on-the-job training. A comparison of occupants of the same job at the same firm showed that new hires with relevant school-provided vocational training required about 7 percent less on-the-job training and were significantly more productive than new hires with no training. New hires with a good deal of relevant job experience took less time to train and had higher productivity indexes than those with none. On-the-job training created externalities--social benefits not captured by the trainer or trainee. (Appendixes, amounting to approximately two-thirds of the report, include alternative measures of the impact of occupationally specific training and the Gallup organization's report on survey procedures and the survey instrument.) (YLB)

ED 236 429 CE 037 629

Electronics Assembly Work Sample.
Shawsheen Valley Regional Vocational-Technical High School.

Billerica, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Assembly (Manufacturing); *Disabilities; *Electronics; Industrial Arts; Job Performance; Job Skills; Occupational Tests; Prevocational Education; Scoring; Secondary Education; Testing; Trade and Industrial Education; *Vocational Aptitude; *Vocational Evaluation; Vocational Interests; *Work Sample Tests
IDENTIFIERS- *Electronics Assemblers

This manual contains a work sample intended to assess a handicapped student's interest in and potential to enter a training program in electronics assembly or in a similar program. Section 1 describes the assessment, correlates the work performed and worker traits required for completing the work sample, and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. The section on administration provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. Instructions for task procedures actions to be taken, as well as post sample interview topics are also covered. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance and a materials list (equipment, source, price). Section 7 cites references. An appendix defines terms. (YLB)

ED 236 473 CG 017 023

Ramsden, Ralph D.; Jensen, Bernard J.
Prevention of Marital Dysfunction: Improving Intimate Relationships. The Current Status of Primary Prevention.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counseling Techniques; *Delivery Systems; Divorce; Interpersonal Competence; Interpersonal Relationship; *Marital Instability; Marriage Counseling; *Mental Health; *Prevention; *Program Effectiveness; Social Problems; Spouses; State of the Art Reviews
IDENTIFIERS- Premarital Counseling

In spite of some initial disappointments, the large number of publications and government services devoted to prevention suggests that preventive mental health has established its place in the mental health delivery system. Prevention is broadly defined as an attempt to reduce the prevalence of a disorder. Traditionally, prevention has been divided into three levels: primary prevention which reduces the rate of a disorder and is applied prior to its onset, and secondary and tertiary prevention which reduce the duration of a disorder. Prevention programs, particularly primary prevention, have been criticized on empirical, economic and moral grounds. Primary prevention techniques appear to be easily and appropriately applied to marital relations. Statistics strongly suggest that marital dysfunction affects all classes of people and produces problems of major social importance. Prevention programs with marital/couple relationships have typically focused on those planning to be married, those already married, or those in the process of divorce. Religious groups have had a major impact on premarital programs, although other models have been effective. Prevention programs for on-going marital relations emphasize similar goals, i.e., communication and problem-solving skills. Mental health providers have only recently begun to apply prevention strategies as a means of minimizing the negative consequences of divorce. (JAC)

ED 236 538 CS 007 268

Peryon, Charleen, Ed.; And Others
Proceedings of the Annual Symposium on Reading Education (3rd, Mangilao, Guam, November 17, 1982).
Guam Univ., Mangilao. Coll. of education.

PUB DATE- 17 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTIONS- Behavior Modification; *Bibliotherapy; *Cognitive Processes; Elementary Secondary Education; Motivation Techniques; Neurological Organization; Reading Difficulties; *Reading Instruction; *Reading Interests; Self Concept; Student Attitudes; *Student Motivation; Study Skills

Drawn from an annual symposium held at the University of Guam to recognize and encourage scholarly activities of graduate students in the reading education department and to promote continued interdepartmental dialogue on the teaching of reading, the papers in this compilation deal with the prerequisites for effective reading instruction. Topics discussed in the papers are (1) the effects of bibliotherapy on student attitudes and self-concepts, (2) the reading interests of middle school students, (3) study skills instruction, (4) the importance of interest as a motivating factor in reading instruction, (5) the motivational effects of material rewards or reinforcement toward reading, and (6) brain functioning in the process of reading. (FL)

ED 236 633 CS 207 908

Walmsley, Sean A.
Walmsley CVC Patterns Test.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Consonants; Criterion Referenced Tests; Grammar; Measures (Individuals); Primary Education; *Reading Skills; Slides; *Vowels; *Word Recognition
IDENTIFIERS- *Consonant Vowel Consonant Combinations; *The Research Instruments Project

Designed to provide a criterion referenced measurement of CVC (consonant vowel consonant) word patterns, this test consists of six subtests of 152 items prepared as slides for projection. Items are to be presented to the subjects on two separate occasions. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (primary), purpose, and physical characteristics.) (JL)

ED 236 682 CS 207 959

Zimmerman, Beverly.
High School English Curriculum Objectives.
Boston Public Schools, Mass.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Critical Thinking; Curriculum Development; *Educational Objectives; *English Curriculum; *Listening Skills; Reading Comprehension; *Reading Instruction; Reading Materials; Secondary Education; *Speech Instruction; Study Skills; Vocabulary Development; *Writing Instruction

Developed for Boston high school students, the English objectives in this booklet are presented in a two-column format. General objectives are stated in the left-hand column while specific examples of ways to evaluate student mastery of the objectives are presented in the right. Integrating reading, writing, listening, speaking, and critical thinking, the objectives are arranged under the following major headings: (1) variety of material; (2) literal comprehension--reading/listening for the explicit meaning; (3) interpretive comprehension--reading/listening "between the lines"; (4) evaluative comprehension--reading/listening with "critical insight"; (5) vocabulary building; (6) variety of writing; (7) the writing process; (8) the writing craft; (9) writing mechanics and usage; (10) language structure--patterns and nomenclature of English; (11) speaking--oral reading, discussion, and presentation; and (12) study skills--locating, organizing, and retaining information, and improving test-taking skills. (HOD)

ED 236 730 CS 504 428

Tarver, Jerry
Striking a Balance: The Speechwriting Educator's Perspective.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Education Work Relationship; Higher Education; *Literary Styles; Public Speaking; *Speech Communication; Speech Curriculum; *Speech Instruction; Teaching Methods; Work Environment; Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Speech Writing

The content of a good speech writing course includes an explanation of the function and impact of speech writers, an examination of speeches produced by professional writers, and a focus on the sharpening of students' writing skills. The content must also be balanced between the practical/professional and the abstract/academic aspects of the speech writer's function in society. In reality, corporate and government speech writers may have to perform many duties besides writing, write about unfamiliar topics for people they do not know or with whom they cannot consult, and accept criticism for poor speeches more often than praise for good ones. To take these realities into consideration and find the balance between professional and academic aspects of speech writing, speech writing courses must ignore delivery skills and concentrate on structure, evidence, and style. A seminar format allows students to polish the organization of a speech and improve style through revision. (A course overview and schedule and assignments for a speech writing seminar are included.) (HTH)

ED 236 388 CE 037 481

Farmer, Helen; And Others
Career Motivation Achievement Planning: C-MAP. A User's Manual.
Illinois Univ., Urbana.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 May 81
GRANT- G-79-0022
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- *Achievement Need; Career Choice; Career Development;
Career Education; *Career Planning; High Schools; Individual
Characteristics; *Measures (Individuals); *Motivation; *Occupationa
Aspiration; Secondary Education

This user's guide provides materials on the Career Motivation and Achievement Planning (C-MAP) Inventory for use with ninth and twelfth grade students. Chapter 1 discusses the purpose and uses of this assessment of long-range career commitment, short-range motivation to achieve on a particular task, and level of education and career aspiration. The next chapter provides information on the administration and hand scoring of the C-MAP. Some suggestions for counselors/teachers for interpreting the C-MAP profiles are presented in chapter 3. Suggestions are made for interpreting students' scores on the occupations list that contribute to their aspiration scores. Student instructions for interpreting their C-MAP profiles are reprinted, and additional suggestions for counselors/teachers are given. The chapter closes with four case examples. Chapters 4, 5, 6, and 7 cover the sample and norms, computation of reliability, and the analyses for scale independence and C-MAP validity. The final chapter discusses the development of the C-MAP. The theoretical model guiding the development is described, including the factors included in each aspect of the model. Discussion follows of the development of the motivation, background, personal, and environmental scales. Appendixes include the answer sheet, scoring instructions, occupation codes, and profile sheets. (YLB)

ED 236 401 CE 037 505

Lombardo, Mary C.
Competency Based Refresher Nurse Curriculum.
Howard Community Coll., Columbia, Md.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Competence; Competency Based Education; Course Content; *Job Skills; Learning Activities; Learning Modules; *Nurses; *Nursing; *Nursing Education; Postsecondary Education; *Reentry Students; Reentry Workers; *Refresher Courses; Retraining; Units of Study; Vocational Education

This competency-based course is designed to update the skills and knowledge of inactive nurses desiring to return to active practice. Focus of the course is on organizing and managing patient care using the nursing process; performing nursing procedures, including medication administration; and reintegrating oneself into the professional responsibilities of nursing. The course includes classroom instruction, independent study, non-hospital laboratory experience, and in-hospital patient care. All experiences are expected to be conducted under the direction of nursing instructors. The course includes a competency profile for refresher nursing and a set of student competency sheets for all units of instruction. The course is organized into three units. The first unit on organizing and managing patient care contains three modules that cover the nursing process, management of patient care, and documentation. Unit 2, on nursing care and patient interaction, contains five modules that cover communication skills; pharmacology; intravenous therapy; asepsis and infection control; and medical-surgical problems, procedures, and treatments. The final unit, on professional responsibilities, covers trends in nursing and legal aspects of nursing, in two modules. Each module contains an overview, a student competency sheet, performance objectives, learning activities, an evaluation, enrichment activities, student worksheets, and a teacher's guide with answers to student worksheets. The questionnaire on nursing skills that was used to develop the course is included in an appendix. (KC)

ED 236 521 CG 017 073

Moore, Earl J.
Implementing an Advisory Program in Secondary Schools. Georgia Comprehensive Guidance Series.
Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adolescents; Humanistic Education; Interpersonal Competence; *Noninstructional Responsibility; Parent Teacher Cooperation; *Secondary Education; Self Concept; Staff Development; *Student Teacher Relationship; *Teacher Guidance; *Teacher Role
IDENTIFIERS- *Advisory Systems

Advisory programs emphasize that one of the roles of teachers is to support the learning program and personal growth of a small group (15-20) of students through warm, nurturing, individualized attention. The teacher/advisor serves not only a significant role with the student but also with the student's parents, becoming the link between home and school. This manual is written for secondary school educators as a framework for the development of an advisory system and program. The manual delineates the characteristics of a successful advisory program including a focus on the individual, regular meetings, teams, staff commitment, guidelines and materials, and staff development. Guidelines for the development of an advisory program are provided focusing on needs assessment, planning, roles, management and implementation, and evaluation and adjustment of the advisement program. The remainder of the manual provides group activities for staff development, exploring all aspects of an advisory program including anxious responses, scheduling, alternative settings, advisors, advisory system plans, staff needs and skills, record keeping, handbooks, and parent conferences. (BL)

ED 236 569 CS 007 357

Gardiner, Sandra Faye Altman
Children's Sex Role Preferences and Their Like-Dislike Ratings and Comprehension of Sex-Stereotyped Reading Content.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Females; Grade 5; Intermediate Grades; Males; *Reading Comprehension; *Reading Interests; Reading Materials; Reading Material Selection; *Reading Research; Sex Differences; *Sex Role; Sex Stereotypes; *Student Attitudes

A study examined the effects of sex-typed content and sex role preference on 87 fifth grade boys' and 64 fifth grade girls' reading material preferences. It also explored how high- and low-rated sex-typed reading content and students' sex and sex role preferences influenced reading comprehension. After reading the sex-typed content, which consisted of two stories about male pilots and two stories about female dancers, subjects responded to like-dislike scales and accompanying multiple-choice comprehension tests. Two-way and three-way ANOVAs were used to analyze the data. The results indicated that children (1) who might be identified as having different sex role preferences showed similar like-dislike reactions and comprehension levels when reading sex-typed content; (2) preferred reading sex-appropriate content, (3) comprehended sex-typed material with equal competency, and (4) were affected only minimally by reader preference for content when reading sex-typed content. (Appendixes include samples of reading materials and evaluation instruments.) (HTH)

ED 236 585 CS 207 563

Michener, James A.
How To Use a Library. Power of the Printed Word.
International Paper Co., New York, NY.
PUB DATE- 80
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept. 6, P.O. Box 900, Elmsford, New York 10523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Guidelines; Habit Formation; Information Seeking; Library Guides; *Library Instruction; *Public Libraries; Reading Habits
IDENTIFIERS- PF Project

To make the most of a library, read and read and read. Here's a sure remedy for the television habit: pile a stack of library books on the television set and next time, instead of turning on a program, reach for a book. Some people limit themselves to reading current bestsellers, but the library is full of yesterday's bestsellers which are still compelling today. Learn to use the card catalog; this is where any book can be found. Learn to use the stacks; unknown books will turn up that are exactly what is needed. Learn to know the reference librarian. Learn to use "The Reader's Guide to Periodical Literature." It is a guide to the latest information on any subject of interest. Four personal hints are: (1) take full notes when using magazines; (2) ask about the availability of reprographic machines; (3) keep a small notebook of identification numbers of frequently used books; and (4) learn how to use the reference books. The library can give help on any subject. Here are a few ideas for fun and rewarding library projects: trace family roots, find out what famous person slept nearby, cook a Polynesian feast, or take up photography. (DC)

ED 236 602   CS 207 581

Rakauskas, William
Astro Poetry: Students Working as Poets.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Class Activities; College English; Higher Education; Learning Activities; *Poetry; Secondary Education; Teaching Methods; *Writing Exercises
IDENTIFIERS- PF Project

An approach to teaching the writing of poetry is presented in this brief article. AUTHOR'S COMMENT (excerpt): A poet's purpose is to amuse, to instruct, to embellish truth, or to vitalize dull reality. Poets compress, using the minimum number of words to gain the maximum effect, yoking seemingly disparate ideas into metaphors, creating poetic shock, leading the reader to expect one idea and then offering another. THE APPROACH (excerpt): One approach I have employed successfully in making students aware of these qualities of the poet is called "Astro Poetry." Students clip the "Astrological Forecast" from the newspaper and bring it to class. We discuss the four types of meaning in a poem: Sense, Feeling, Tone, and Intention. Students read their forecast to get the literal "sense" of the message. They then translate the "sense" into poetic form. To do this, they must capture the "intention" of the original message and transform it into the aim of their poem. They must establish the "feeling" of their poem--serious, humorous, ironic, satiric, didactic. The strings of consecutive words must be coherent, precise and unified, and must be so shaped that they look like a poem--a special arrangement of words on paper. (KC)

ED 236 698 CS 207 987

Hodges, V. Pauline; Johnson, William H.
We Must Make All Students Literate.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Educational Improvement; *Educational Quality; Elementary Secondary Education; *English Instruction; Faculty Development; *Language Arts; Literacy; Program Evaluation; Reading Skills; Teacher Education; *Teacher Effectiveness; Teacher Responsibility; *Teacher Role; Writing Skills

Public criticism of the quality of education implies that teachers need a legal mandate to teach students to read and write. But while teachers may sometimes forget that transmitting knowledge of the English language is their most important function and that every child has the right to learn the language regardless of preconceived notions, legislative mandate is not enough. The following steps, if implemented with consistency and enthusiasm, will help educators improve language arts education, giving students fundamental skills in English and helping them find meaning through language: language arts teachers should (1) develop good curriculum and teaching guides; (2) develop better language skills evaluation programs; (3) use the intensive-immersion model for teaching language; (4) demand excellence of student performance; (5) work through professional organizations to reduce class size; (6) elect legislators supportive of education and keep them informed of educational efforts; (7) continue quality inservice teacher education; (8) negotiate professional development for teachers as part of the contract benefit package; (9) support professional organizations; (10) require excellence of teacher education programs; (11) demand excellence of remedial programs or, better still, keep remedial instruction in the regular classroom; and (12) use the Socratic questioning method of teaching. (HTH)

ED 236 714 CS 504 391

Hudgens, Kay

The Ombudsman and the News Media.

Freedom of Information Center, Columbia, Mo.

REPORT NO.- FOI-479

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Advocacy; *Institutional Role; News Media; *Newspapers; News Reporting; *Ombudsmen; *Self Evaluation (Groups); *Social Responsibility; Television

During the 1960s, efforts to improve fairness, accuracy, quality, and responsiveness led to the introduction of ombudsmen on many American newspaper staffs. Representatives for readers' complaints and in-house critics of their own paper's performance, ombudsmen frequently use columns, internal memoranda, staff contacts, questionnaires, and speeches to fulfill their obligations. While the use of ombudsmen in the United States appears to be steadily increasing, questions on the position's effectiveness have been raised. Specifically, critics suggest that (1) ombudsmen frequently are required to perform so many duties--answer complaints, research problems, and write articles--that they have difficulty doing any job adequately; (2) the danger of a conflict of interests arises when staff members are expected to criticize the organization that pays them; (3) ombudsmen cannot develop an objective perspective when they are also required to work as reporters, as often happens on small newspapers with low budgets; (4) internal critics can lower the general staff's morale; and (5) editors can perform the ombudsman's job more effectively. Supporters suggest that editors are neither as accessible to the public nor as impartial as ombudsmen. Recognizing the need for this impartiality, major television networks have recently instituted the ombudsman position. (MM)

ED 236 318 CE 037 184

Learning Activities of California Adults. Commission Report 81-4.
California State Postsecondary Education Commission, Sacramento.

PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Adult Learning; *Adult Students;
Educational Policy; Educational Research; *Participation;
Postsecondary Education; Surveys

This paper reviews work completed during the second year of a three-year project on postsecondary learning opportunities for adults. Background information includes perspectives on adult learning, issues of scope and definition, and a brief review of Postsecondary Education Commission projects related to project objectives. A review follows of important state and national studies on adult educational activities. Areas discussed include the participation rate; demographic variables that influence participation; differences between actual and would-be learners; reasons for participation; barriers to participation; subjects studied; choice of instructional methods, services, and resources adults would like to have available; preferred location and time; importance of credit; sources of instruction; and funding sources. A 1981 survey of California adults to determine their learning activities and interests is then reported. Results are compared with national and state surveys and with a 1974 survey of California adults. The final section presents these observations about adult learners: they are not a homogenous population; they behave in a highly traditional manner; and their attitudes keep them from participating in education. Issues that may serve as the basis for policy discussion are identified. (YLB)

ED 236 361 CE 037 409

Technology, Free Enterprise, and Careers through Industrial Arts. A Competency Based Curriculum Guide Designed to Meet High School Graduation Requirements.

Berry Coll., Mount Berry, GA.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta.

PUB DATE- Jul 83

LANGUAGE- English

EDRS Price - MF03/PC26 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; Business; *Career Planning; Communication Skills; Competence; Competency Based Education; Construction (Process); *Consumer Economics; Coping; Course Descriptions; *Daily Living Skills; Decision Making; Drafting; Economics; Electronics; Employment Opportunities; Energy; Evaluation Criteria; Graphic Arts; Guidelines; *Industrial Arts; Instructional Materials; Learning Activities; Lesson Plans; Manufacturing; Power Technology; Records (Forms); Secondary Education; State Curriculum Guides; Student Evaluation; *Trade and Industrial Education; Transportation

IDENTIFIERS- *Free Enterprise System; Georgia; *Life Planning

This curriculum guide, consisting of materials for use in providing an industrial arts instructional program, focuses on competencies related to life coping skills, technology, free enterprise, and career opportunities through industrial arts. Addressed in the course are the following topics: career planning and development; decision making; communication; drafting, graphic arts, and electronics; principles of economics, business, and free enterprise; manufacturing a product through occupational role playing in a simulated corporation; exploring construction types, plans, occupational roles, and responsibilities; and principles, applications, and careers associated with power, transportation, and energy. The guide includes an introduction and statement of purpose, a description of the industrial arts program, a list of student options, an outline of the general curriculum structure, course objectives, a course outline and time allocations, unit performance objectives and evaluation criteria, detailed unit plans, and a reference and resource list. (MN)

ED 236 416 CE 037 570

Ernst, Nora S.
Think It Older. A Guide for the Inservice Coordinator.
Texas Univ., Dallas. Gerontology Services Administration.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Adult Learning; Behavioral Objectives; Case Studies; Definitions; Demonstrations (Educational); Discussion (Teaching Technique); Drills (Practice); Educational Benefits; Educational Media; Educational Needs; Educational Planning; Fused Curriculum; Games; Group Instruction; Guidelines; *Inservice Teacher Education; Instructional Materials; *Instructor Coordinators; Needs Assessment; *Nursing Homes; Postsecondary Education; *Program Development; *Program Implementation; Resources; Role Playing; Simulation; Small Group Instruction; Student Evaluation; Teacher Role; *Teaching Methods

This manual is intended to serve as a resource to assist nursing home inservice instructor coordinators in presenting effective orientation and continuing inservice programs. Designed according to a modified self-instructional approach, it presents background information on factors influencing inservice, guidelines for planning programs, discussions of major teaching methods, and procedures for integrating inservice into a facility. The following topics are addressed in the guide: the role of an inservice trainer; the meaning of the terms inservice and teacher; things that an instructor coordinator needs to know about learning; how to manage a group; the importance of planning; how to conduct a needs assessment; the importance of writing objectives; the benefits of lecture and demonstration; small group discussions, handouts, case study, role playing, and simulation games; ways to use outside resources; the best use of instructional media; the importance of review and practice; learner evaluation; the benefits of inservice to the nursing home; and resources. (MN)

ED 236 445 CG 016 994

Brion-Meisels, Steven; And Others
People and the Government. Adolescent Decisions Curriculum.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G-008001910
AVAILABLE FROM- Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Adolescent Development; Adolescents; Citizenship; *Citizenship Education; Citizenship Responsibility; Civics; Courts; *Decision Making Skills; *Governmental Structure; Government Role; Government School Relationship; Learning Modules; Secondary Education; *Secondary School Curriculum; Skill Development; Student Government; Teaching Guides; Voting

This teacher's manual is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: work, drug (substance) use and abuse, sexuality and social relationships, juvenile law, and people and government. The general goals of the curriculum are listed, i.e., to provide information, to increase student awareness, and to provide the opportunity for practice in decision-making skills. A course outline listing topics and related activities, and an instrument for assessing student knowledge in the area of people and the government are provided in an initial section. The eight lessons cover the individual as a member of the group; making and changing rules; city, state and federal governments; and the Supreme Court. A final lesson relates the previous lessons to school and student elections. Each lesson lists goals, activities, needed materials, and references. Suggested activities include brainstorming, case studies, role plays, collages, and mock interviews. Informational handouts and worksheets are also provided. A final student assessment and course evaluation complete the manual. (BL)

ED 236 489 CG 017 039

McClam, Tricia; Spicuzza, Frank J.
The Utilization of Volunteers: A Comparative Study of London and New York City.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Job Satisfaction; Job Training;

Participant Characteristics; Participant Satisfaction; Recruitment; *Social Services; *Volunteers; *Volunteer Training; Welfare Agencies; Welfare Services
IDENTIFIERS- *England (London); *New York

Both British and American social welfare systems rely on volunteers during the financially constrained years of the 1980's. To investigate how London and New York agencies recruit, screen, train, use, and evaluate social services volunteers, surveys were completed by 44 New York agencies (a 46 percent response rate; 17 public, 27 private), and by 55 London agencies (45, or [illegible]8 percent were adequate for data analysis; 12 public, 32 private). An analysis of the results showed that more New York agencies (89 percent) used volunteers than did London agencies (66 percent). Overall, recruitment, screening, orientation/training, and evaluation/recognition methods were similar. For recruitment, both agencies used personal contact, churches, religious organizations, and brochures. Prospective volunteers were asked for basic identifying information as well as interests and references. Agencies screened applicants by interview, application forms, and letters of reference, and in London through probationary periods. Orientation programs, consisting of on-the-job training and meetings/lectures, were provided in all London agencies, and by 32 of the 39 New York agencies recruiting volunteers. Out-of-pocket expenses were reimbursed in London but not New York. Volunteers were predominantly female and were supervised by a designated member of the professional staff; they provided direct services to clients and some clerical services. Observation was the primary method of performance evaluation and a letter of appreciation was the most popular method of recognition, although New York agencies provided such recognition more frequently than London agencies. Future volunteer programs should take into consideration these variables in developing satisfying programs for their volunteers. (BL)

ED 236 505 CG 017 057

Kaplan, Steven P.
A Community Based Rehabilitation Program for Emotionally Disturbed Clients.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Behavior Modification; *Community Programs; Deinstitutionalization (of Disabled); *Emotional Disturbances; Evaluation Methods; Interdisciplinary Approach; Models; Program Descriptions; *Rehabilitation Programs; Skill Development; Therapeutic Environment

This paper describes a community-based treatment model for people who are psychiatrically disabled and living outside an institutional setting. The background of the Community Rehabilitation Approach (CRA) is described including Training in Community Living (TCL) which involves: (1) assertively bringing treatment to the client directly in the environment (in vivo treatment) for four life areas, i.e., daily living, vocational concerns, leisure time, and social/interpersonal skills; and (2) the functional assessment of client skill levels in the four life areas. Individual components of the CRA model, i.e., case-finding, assessment, goal-setting and planning, implementation and evaluation, and treatment staff development, are also described. A case study is presented to illustrate the CRA process, and the assessment instrument, the Rehabilitation Rating Scale, is included. (MCF)

ED 236 554 CS 007 341

Heerman, Charles E.; Sheen, Sy-yng Violet
Reading Gains of Traditional and Non-Traditional Students.
PUB DATE- 21 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Students; College Freshmen; Comparative Analysis; Higher Education; *Nontraditional Students; *Reading Centers; *Reading Improvement; Reading Instruction; *Reading Programs; *Reading Research

Concerned with how effectively nontraditional students (defined as older than average students with goals, motivations, and learning needs that differ from traditional-age students) function in an off-campus setting, a series of studies examined traditional and nontraditional students' performance in on-campus and off-campus reading programs. Two recent studies investigated the quality of results derived from an on-campus reading laboratory for traditional students. Together they showed that traditional freshmen enrolled in the campus reading program made significant gains in reading over traditional freshmen not enrolled in the campus reading program. Using these results as a reasonable measure of the campus reading program's quality, a study compared the performance of traditional students in the campus reading program with the performance of nontraditional students in an off-campus reading program. The two programs were similar in course design, syllabi, and method of instruction. Results showed that although nontraditional students outgained traditional students, the difference in gains between the two groups was not statistically significant. The findings suggest that traditional college reading programs in nontraditional settings, operated for nontraditional students, can yield results comparable to those for the on-campus, traditional-age population. (HOD)

ED 236 618 CS 207 822

Berkenkotter, Carol

Student Writers and Their Audiences: Case Studies of the Revising Decisions of Three College Freshman.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Class Activities; Classroom Research; Feedback; Group Discussion; Higher Education; *Peer Evaluation; Research Methodology; *Revision (Written Composition); *Self Evaluation (Individuals); *Student Attitudes; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- *Audience Awareness; Freshman Composition; Protocol Analysis

To examine the relationship between student writer and audience, five volunteers from a college freshman composition class were asked to think aloud on tape as they revised three out-of-class drafts of a paper. The subjects gave one protocol after getting feedback on an early draft from their own writing group, another after a student-teacher conference, and a third after receiving feedback from a peer evaluation group. Protocol transcripts were analyzed for audience-related and revising activities. Review of the data revealed a wide range of student responses to peer comments. Case studies of three of the five volunteers showed that one student deliberately ignored his audience's responses, yet indicated no strong sense of authorship; one student made revisions largely independently of his readers' expectations but showed, in his evident self-motivation, a clear sense of writing ownership; and a third student temporarily lost confidence in her own judgment when confronted with peer criticism. These case studies suggested that peer evaluations are not always beneficial for student writers. Further research is needed on the complex interactions between writers and readers. (MM)

ED 236 634 CS 207 909

Evaluating Instruction in Composition (EIC).
Conference on Coll. Composition and Communication, Urbana, Ill.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adult Education; High Schools; Postsecondary Education; Program Content; *Program Effectiveness; *Program Evaluation; Questionnaires; *Writing Instruction
IDENTIFIERS- *The Research Instruments Project

Designed to evaluate high school or college writing programs and writing instruction, this instrument includes six different questionnaires that provide information about the foundations of the writing program; teachers' assumptions, goals, and plans; classroom activities as observed by colleagues; the quality of writing assignments; the quality of teachers' instruction. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (writing), title, author, date, age range (senior high school to postsecondary and adult), purpose, and physical characteristics.) (HTH)

ED 236 650 CS 207 925

Blake, Howard E.; Maull, Ethel M.
Diagnosis of Language Competency Inventory (DLCI).
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Expressive Language; *Language Acquisition; Language Aptitude; *Language Skills; Language Tests; Measures (Individuals); Primary Education; *Receptive Language
IDENTIFIERS- *The Research Instruments Project

Designed to measure children's receptive and expressive language competence, this 57-item instrument inventories children's performance in the following eight language subareas: motor functions, memory functions, visual functions, tactile-kinesthetic functions, vocal functions, auditory functions, following directions, and language concepts. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (language), title, author, date, age range (primary), purpose, and physical characteristics.) (HTH)

ED 236 667 CS 207 942

Phillips-Riggs, Linda
Categories of Inferencing Strategies.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Classification; Elementary Secondary Education; Higher Education; Logical Thinking; Measures (Individuals); *Reading Processes; Reading Research; *Reading Skills; *Reading Strategies; Schemata (Cognition)
IDENTIFIERS- *Inferences; *The Research Instruments Project

Designed to describe which strategies subjects use while making inferences, this instrument identifies 10 of these strategies: (1) rebinding, (2) questioning a default interpretation or a direct or indirect conflict, (3) shifting of focus, (4) analyzing alternatives, (5) assigning an alternate case, (6) confirming an immediate prior interpretation, (7) confirming a nonimmediate prior interpretation, (8) assuming a default interpretation and transforming information, (9) neglecting to respond or holding information, and (10) empathizing from experience. A reader is asked to read a passage up to a predetermined point at which an inference is to be made. The subject is then asked to tell what is happening within the text and what may happen next. The responses are then analyzed in terms of the strategies which are being used. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range, (primary to postsecondary), purpose, and physical characteristics.) (JL)

ED 236 333 CE 037 354

Schorr, Frances L.; Glock, Marvin D.
Comprehending Procedural Instructions: The Influence of Comprehension

Monitoring Strategies and Instructional Materials. Technical Report No. 10.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Psychological Sciences Div.
PUB DATE- 15 Sep 83
CONTRACT- N00014-80-C-0372
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Comprehension; Higher Education; *Instructional Materials; *Learning Processes; *Material Development; Performance Factors; Pictorial Stimuli; Teaching Methods
IDENTIFIERS- *Comprehension Monitoring; *Following Directions

The two goals of this investigation were to (1) examine the comprehension monitoring strategies adults employ when trying to understand procedural instructions and (2) determine how comprehension may be affected by varying such instructions. Sixty-eight college students, using instructions that consisted of either text alone, illustrations alone, or a combination of the two, were videotaped individually as they attempted to assemble a toy loading cart. In addition to differences in the mode of presentation, the instructions were also varied so that half of the students received directions that contained explicit operational or "how to" information while the other half received directions that contained more general information. The videotaped performances were then coded according to a taxonomy of comprehension monitoring strategies. The results showed that several of these strategies were related to comprehension as measured by the speed and accuracy of performance. The findings also indicated that, regardless of the mode of presentation, students using instructions that contained explicit operational information made fewer uncorrected errors than those using more general instructions. Suggestions based on these results were offered for the design and use of procedural instructions. (Author/KC)

ED 236 347 CE 037 391

Galliart, Barbara
Intravenous Therapy.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 83
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1515 W. Sixth Avenue, Stillwater, OK 74074 (Teacher Edition: In-State--$13.00, Out-of-State--$21.00; Student Edition: In-State--$10.00, Out-of-State--$16.00).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Allied Health Occupations Education; Behavioral Objectives; Competency Based Education; Curriculum Guides; *Inservice Education; Learning Activities; *Medical Services; *Nursing Education; Patients; Pediatrics; Postsecondary Education; Professional Continuing Education; Tests; Transparencies; Units of Study
IDENTIFIERS- *Intravenous Therapy

Intended for teaching licensed practical nurses, this curriculum guide provides information related to the equipment and skills required for nursing care of patients needing intravenous (IV) therapy. It also explains the roles and responsibilities of the licensed practical nurse with regard to intravenous therapy. Each of the 15 instructional units consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objective), assignment sheets (applications of knowledge that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. The units cover roles and responsibilities; anatomy and physiology of the circulatory system and skin; considerations for IV therapy; preparation and assessment for IV therapy; solutions and containers; equipment and supplies; accessory equipment; venipuncture process; problems and complications; monitoring and maintenance of the IV; medications; blood, blood products, and volume expanders; special catheters; parenteral nutrition; and pediatric IV therapy. (YLB)

ED 236 430 CE 037 630

Finger Dexterity Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Disabilities; Job Performance; Job Skills; *Motor Development; *Object Manipulation; Occupational Tests; Prevocational Education; Scoring; Secondary Education; Testing; *Vocational Aptitude; Vocational Education; *Vocational Evaluation; Vocational Interests; *Work Sample Tests

This manual contains a work sample intended to assess a handicapped student's ability to move the fingers and manipulate small objects with the fingers, rapidly and accurately. Section 1 describes the assessment and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set-up and breakdown procedures are illustrated. The section on administration provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. Instructions for task procedures actions to be taken, as well as post sample interview topics are also covered. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance and a materials list (equipment, source, price). Section 7 cites references. An appendix defines terms. (YLB)

ED 236 459 CG 017 009

Mehallis, Mantha Vlahos
Handbook of Exemplary Practices in Placement and Follow-Up.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE- Mar 82

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Community Colleges; Graduate Surveys; *Job Placement; Program Administration; Program Descriptions; Program Development; Program Validation; *School Districts; School Personnel; Secondary Schools; State Surveys; *Vocational Followup
IDENTIFIERS- *Florida

This handbook for teachers, counselors, and administrators presents exemplary practices in the use of job placement and follow-up services based on results of a survey of Florida school districts and community colleges. A description of survey methodology and the survey questionnaire, as well as a statewide profile of Florida exemplary practices based on survey results are presented in an initial section. Eight Florida school districts and community colleges (the Dade, Duval, Pinellas and Putnam county school districts, and the Florida Keys, Manatu, Santa Fe, and Valencia community colleges) are described to provide specific examples of how placement and follow-up information can be used effectively. The descriptions of exemplary practices are presented in nine topical areas, i.e., procedure for data collection and analysis, administrative decision making, employer linkage, job placement, counseling, recruitment of leavers, resource allocation, communication (feedback), and program impact (curriculum). From one to five specific examples of practice are given for each area. Recommendations for placement and follow-up drawn from the statewide survey results are listed also. The appendices list the school districts and community colleges responding to the exemplary practices questionnaire, and provide the statewide survey sample cover letters, sample student questionnaires, sample leave questionnaires, and a sample employer questionnaire. (WAS)

ED 236 474 CG 017 024

Imbrogno, Salvatore

Dynamics of Small Group Policy Bodies.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)
DESCRIPTIONS- Advisory Committees; *Decision Making; *Group Dynamics; Models; Organizational Change; *Policy Formation; Position Papers; *Systems Approach

A policy system design that can benefit from the dynamics of small group behavior without suffering from the adverse effects associated with group thinking, in which the members of small groups acquire a concurrence seeking tendency, is comprised of three subsystem functions: (1) a sub-system normative function which requires that small groups be assigned to ensure that an agency persist while it undergoes elaboration to confront changing internal and external conditions; (2) a sub-system strategic function which requires small groups to act on transforming the "ideal ends" resulting from goal formulations to the most "feasible means" for their realization; and (3) a sub-system tactical function which requires small groups to operationalize the policy goals and objectives in concrete applications. The concepts of policy system design integrate the social interaction of small groups and the systems interaction of the policy subsystem functions. (JAC)

ED 236 522 CG 400 187

Discipline.

Folsom-Cordova Unified School District, Folsom, CA.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Administrator Responsibility; Antisocial Behavior; *Board of Education Policy; Community Responsibility; *Discipline; *Discipline Policy; Elementary Secondary Education; Pamphlets; Parent Responsibility; Punishment; School Districts; Student Responsibility; Suspension; Teacher Responsibility
IDENTIFIERS- Folsom Cordova Unified School District CA; PF Project

The discipline policy of the Folsom-Cordova Unified School District (California) is delineated in this pamphlet. The policy begins with a seven-point belief statement from the Board of Education which defines discipline and outlines the Board's expectations regarding the carrying out of this policy. Responsibilities are then listed for students, parents/guardians, teachers, principals, and the community. Definitions are presented for prohibited behaviors related to assault, defiance, weapons, drugs/alcohol, vandalism, theft, smoking, and profanity. Five possible disciplinary actions for violations are listed along with three offenses which require mandatory suspension. The policy concludes with five alternatives to disciplinary action which can be used to resolve behavior problems. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (DC)

ED 236 539 CS 007 271

Read, Stephen J.
The Use of Analogy in Causal Reasoning.
PUB DATE- May 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Abstract Reasoning; *Cognitive Processes; Higher Education; *Knowledge Level; *Problem Solving; Psychological Studies; Reading Processes; Reading Research; Schemata (Cognition); Social Psychology
IDENTIFIERS- *Analogies; *Causal Inferences

To determine the impact of causal relationships and shared features in the use of analogy, subjects in two separate studies were informed of the behavior of six members of a little known primitive tribe and asked to make predictions on the behavior of additional tribe members based on their perceived similarities with the original group. Results indicated that people are more likely to use analogies when elements in the base (familiar item) and the target (unfamiliar item) appear to reflect a similar causal relationship. To discover whether or not people use analogy in the absence of any known causal relationship, subjects in a third study were asked to make predictions on behavior that was identified with only a nonsense word. Being unable to use any personal background knowledge in their predictions, subjects were forced to rely on global similarities between target and base items. Results demonstrated that in the absence of a known causal relationship, people will use a single shared characteristic between base and target as the basis for an analogy. (MM)

ED 236 570 CS 007 358

Paris, Scott G.
Metacognition and Reading Comprehension Skills. Final Report.
Michigan Univ., Ann Arbor. School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-80-0148
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Guides; Elementary Education; Grade 3; Grade 5; Instructional Materials; Learning Activities; Lesson Plans; *Metacognition; Problem Solving; *Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Skills

Proposing that teachers can help children learn more effectively by promoting metacognition and the acquisition of problem solving strategies, this report describes research studying the effectiveness of the experimental curriculum, Informed Strategies for Learning (ISL), in increasing third and fifth grade students' reading comprehension skills. Using a pretest-posttest design, the reported study revealed significant gains in reading comprehension and reading skills among the ISL group. The appendix of the report contains instructional materials, grouped in 14 comprehension skill training modules, designed to develop metacognitive awareness and reading comprehension. Each module includes graded skills to be targeted weekly, the rationale for teaching them, instructional techniques, specific lesson plans for teacher use, and bulletin board ideas to supplement lessons. In addition, this section contains worksheets and assignments for student use. (MM)

ED 236 603 CS 207 582

Verner, Zenobia B.; Williams, Patricia
Do You Hear What I Hear?
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Elementary Secondary Education; *Grammar; Learning Activities; Listening Skills; *Punctuation; Speech Communication; Teaching Methods; Writing Skills
IDENTIFIERS- PF Project

An approach to teaching grammar through the use of speaking and listening activities is presented in this brief article. AUTHOR'S COMMENT (excerpt): Why practice the language simply by completing worksheets or exercises in the grammar book? There are various ways to teach language through speaking and listening exercises. These are several suggestions you may find useful in the classroom. They are directed toward the students, and are therefore written as activities for them to perform. ACTIVITIES: Three activities are described. The first, a punctuation activity, is based on a system of sounds which represent specific symbols. For example, a whistle might represent an exclamation point. The second, a pronunciation activity, is based on making a list of words which sound alike, but in which junctures occur in different places. For example, "ice cream" and "I scream." The third, another pronunciation activity, is based on pictures which depict people or objects with identical names. For example a "lighthousekeeper" is an occupation and a "light housekeeper" does light housework. It is suggested that with imaginative activities, not only can students improve their speaking and listening skills, but also enjoy themselves. (KC)

ED 236 683 CS 207 960

Chou, Frank H.; Vaught, Susan A.
Student Selection of Topic and the Length of Sample Writing.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Comparative Analysis; Grade 6; Intermediate Grades; Sentence Structure; *Student Attitudes; Student Experience; Student Interests; *Writing (Composition); *Writing Improvement; *Writing Research
IDENTIFIERS- *Topic Selection

Hypothesizing that students choosing their own topics would produce significantly more writing, a study examined the writing sample length of 42 sixth grade students who had been divided equally into two treatment groups. Treatments were counterbalanced so that during the first writing period students in one group wrote on topics they had selected themselves while those in the other group wrote on topics that the teacher had assigned. A week later, following a period without writing instruction, the treatments were reversed. Data analysis showed a significant difference in length of writing sample favoring students who selected their own topics. (HOD)

ED 236 731 CS 504 429

Evans, Adeline L.; King, Thomas R.
A Stylistic Content Analysis of Speeches of Black College Students.
PUB DATE- 29 Apr 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Black Dialects; *Black Students; College Students; Communication Research; Comparative Analysis; *Content Analysis; *Distinctive Features (Language); Higher Education; *Language Patterns; *Language Research; Language Variation; *Speech Skills

A study investigated the speaking styles of black college students to determine whether selected stylistic features of speeches of students at a predominantly black university were different from those of black college students at a predominantly white university. Audiotapes were made of 25 students at the predominantly black university and 21 students at the predominantly white university. Samples were taken from the beginning, middle, and end of each speech and coded for word length, sentence length, segmental type-token ratio, adjective-verb quotient, T-unit length, Flesch's Reading Ease Score, and Flesch's Human Interest Score. Results of the present study and results of studies by other researchers were generally similar. However, the two groups of speeches in the present study were significantly different in three areas: word length, sentence length, and Flesch's Reading Ease Score, with students at the predominantly black school using longer sentences and more syllables per word, and producing less listenable speeches. (Author/FL)

ED 236 376 CE 037 432

Industry and Education...Partners in Ag Mechanization. Proceedings (Moline, Illinois, November 1-3, 1982).

John Deere Co., Moline, Ill.

REPORT NO.- ISBN-0-86691-041-7
PUB DATE- Nov 83
AVAILABLE FROM- Deere and Company, Service Training Dept., 1400 - 3rd Avenue, Moline, IL 61265 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Agricultural Education; *Agricultural Engineering; Agricultural Machinery; *Agricultural Machinery Occupations; Cooperative Programs; Coordination; Curriculum Development; *Educational Cooperation; Educational Equipment; Educational Facilities; Educational Finance; Educational Needs; Educational Planning; Educational Trends; Financial Support; Industry; *On the Job Training; Postsecondary Education; Professional Development; *School Business Relationship; Secondary Education; Teacher Improvement; Teacher Qualifications; Teaching Skills; Vocational Education

These proceedings contain summaries of the panel discussions and workshops as well as texts of the individual papers and reaction papers presented at a conference that focused on key issues of concern to educators and industry involved in the education and training of agricultural machinery technicians. Addressed during the conference were the following areas: the role of industry in agricultural mechanization education; recruiting and providing quality postsecondary instructors and keeping these same instructors technically and educationally competent; the goals and problems of curricula at the secondary, postsecondary, and university levels; interfacing agricultural mechanization programs and ways in which schools and industry can cooperate to resolve problems associated with on-the-job training; funding strategies and funding sources; and future challenges and opportunities for educators and industry. The appendices include lists of the planning committee, participants, workshops and the conference agenda. An author and a subject index of papers and reports is also attached.

ED 236 389 CE 037 484

Holland, Dorothy C.; Eisenhart, Margaret A.

Women's Peer Groups and Choice of Career. Final Report.

Policy Research and Planning Group, Inc., Chapel Hill, NC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 81
GRANT- NIE-G-79-0108
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; Career Education; *College Students; Educational Research; *Females; Higher Education; *Majors (Students); Peer Acceptance; Peer Groups; *Peer Influence; Peer Relationship; Surveys

The role of women's college peer groups in aiding women to continue along or in encouraging them to drop out of certain career paths was investigated. During an ethnographic phase, freshmen were interviewed; during the survey phase a survey instrument was administered to sophomores. Respondents were from predominately black Bradford University (BU) and predominantly white North Carolina University (NCU). Peer relationships were important primarily as opportunities to enact valued role-identities. Noncareer peer relationships competed with career concerns for time and attention. Few black women changed plans for a major, while whites viewed changing majors as acceptable. Changes in major were more likely to result either in women staying in or moving toward nonmath/science majors. Ambivalence of BU women in career choice focused on questioning the worth of the credential relative to its costs. Nonacademic peer-related identities and rewards competed with career goals. NCU women were uncertain about their choices of majors. Peers' approval of NCU women's goals translated into greater commitment to pursue training in their majors. Recommendations to increase women's participation in math or science careers were identified. (The survey instrument and code book and summarized career identity histories are appended.) (YLB)

ED 236 402 CE 037 515

Initiatives in Technical and Further Education. Number 6.
National TAFE Clearinghouse, Adelaide (Australia).
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Abstracts; Adult Education; Agricultural Education; Business Education; *Continuing Education; Curriculum Guides; Educational Needs; *Educational Resources; Job Development; Labor Market; Postsecondary Education; Prevocational Education; Program Evaluation; *Research Reports; Sex Discrimination; Skill Analysis; *Technical Education; Technological Advancement; *Vocational Education; Youth Employment
IDENTIFIERS- *Australia; National TAFE Clearinghouse (Australia)

This document contains abstracts of 148 reports, manuals, and other educational resources for persons involved in technical and further education in Australia. In a format similar to that used by the Educational Resources Information Center (ERIC), each entry contains an identifying number, title, author, publisher, access information, price, descriptors, and an abstract. Entries are indexed by author and by subject. Some of the subjects addressed in this volume of abstracts include the following: academic achievement, access to education, administrator education, adult aboriginal education, adult education, adult learning, adult literacy, advertising, agricultural education, apprenticeships, building trades, business education, carpentry, course evaluation, daily living skills, unemployed youth, educational change, educational needs, employment projections, farm occupations, females, individualized instruction, job development, labor market, machine tool operators, occupational courses, prevocational education, sex discrimination, skill analysis, training methods, technological advancement, and youth employment. A list of clearinghouse addresses and information on how to use the TAFE documents are included in the booklet. (KC)

ED 236 586 CS 207 564

Simon, Jerrold G.
How To Write a Resume. Power of the Printed Word.
International Paper Co., New York, NY.
PUB DATE- 81
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept. 10, P.O. Box 954, Madison Square Station, New York, N.Y. 10010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Employment Interviews; Guidelines; *Job Application; *Job Search Methods; *Writing (Composition)
IDENTIFIERS- PF Project; *Resumes
When conducting a job search, first decide what job area to go after, then find out more about it. Next write a resume. Name, address, and telephone number should go at the top. If the job objective is known exactly, list that next. Now comes work experience; begin with the most recent and work backwards. Don't just list what was done, tell how well it was done. Next, list education. Include high school only if there is no college. If there are no diplomas or degrees, tell about special training programs, courses, or activities. List military service. Now comes personal data, a chance to further the image that has been projected in the preceding sections. Keep the writing style simple and brief. Start sentences with action verbs. Make sure that grammar and spelling are correct and that there are no "typos." Have the resume professionally duplicated. When the resume is ready, track down job openings. Send the resume, along with a cover letter, to a specific person in the company. Arrive early for the interview and follow up with a thank-you note. Keep a list of contacts made and their results. (DC)

ED 236 635 CS 207 910

Stice, Carole Kirchner
Comprehension Test of Oral Contrastive Stress.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Education; Intonation; Language Usage;
Measures (Individuals); *Oral Language; *Reading Comprehension;
*Sentences; *Stress (Phonology)
IDENTIFIERS- *The Research Instruments Project

Designed to assess a reader's comprehension of items differing in contrastive vocal stress, this test consists of 64 items divided evenly between eight sentence types: declarative active, declarative passive, interrogative, and imperative, with each in a positive and negative form. The element of contrastive stress is placed on nouns functioning as subject; verbs as main predicate; nouns as objects of prepositions; nouns as direct objects; adjectives; and adverbs of time, place, and manner. Subjects listen to a question followed by a sentence repeated three times with the element of contrastive vocal stress being placed on a different word in each sentence to produce alternative meanings. Subjects then select the best rendition of the sentence to answer the initial question. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (upper elementary), purpose, and physical characteristics.) (HTH)

ED 236 651 CS 207 926

Devine, Thomas G.; And Others
Listening Skills Assessment: Manual and Script. 1980 New Hampshire Educational Assessment Program.
New Hampshire State Dept. of Education, Concord.
PUB DATE- Sep 81
AVAILABLE FROM- Chief, Division of Instruction, New Hampshire Department of Education, 64 North Main St., Concord, NH 03301.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Secondary Education; Language Processing; *Listening Comprehension; Listening Comprehension Tests; *Listening Skills; Recall (Psychology)
IDENTIFIERS- *The Research Instruments Project

Designed to assess listening ability and to indicate implications for listening instruction, this instrument comes in a full and an abbreviated form. The 45 multiple choice items on the full form measure 53 specific listening skills in five categories: (1) simple recall, (2) recognizing and following spoken directions, (3) recognizing a speaker's purpose and plan, (4) critical listening, and (5) higher level listening skills. The items are developed around real life listening situations, such as conversations overheard on the street or in the supermarket, talk at meetings, a radio weather forecast, and spoken directions given by a service station manager. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (language), title, author, date, age range (grade 6 for the abbreviated form, grade 11 for the full form), purpose, and physical characteristics.) (JL)

ED 236 699 CS 207 990

Shaw, Robert A.

Stability of Analytic Essay Scores: Implications for Diagnosis and Placement.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Higher Education; *Placement; Research Methodology; Scoring; *Test Reliability; *Test Reviews; *Writing Evaluation; Writing Research

To study the stability of students' writing performances across occasions, four essays were obtained from each of 107 college students. These were scored with an analytic system that counts errors in 18 categories. Score reliability, computed by summing the 18 categories, was .36 for a single essay and .68 for the set of four essays. Score stability for students at the top and bottom of the score distribution was considerably higher than for students in the middle. As a research tool, the score reliability coefficient, in conjunction with counts of frequency, offers a measure of the relative complexity of particular writing skills. The implications for placement are clear. The reliability of a single essay, or even four essays, is lower than required for accurate placement into writing courses. (Tables of data are appended.) (Author/MM)

ED 236 715 CS 504 400

Crawford, Priscilla R.
Over the Rainbow, Beyond the Yellow Brick Road: Rhetoric and the Art of Self-Renewal.
PUB DATE- 9 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Cognitive Processes; *Communication Skills; Emotional Response; *Individual Development; Interdisciplinary Approach; Interpersonal Relationship; Persuasive Discourse; *Psychological Needs; *Rhetoric; *Speech Communication; Theories; Well Being

Specialists committed to an examination of speech communication patterns have emphasized the interpersonal aspects of communication over the intrapsychic realities of various subjective statuses. If the rhetorical model operates at a psychological level, invention and disposition might be said to characterize the thinking mode, perhaps growing out of action or interaction, while memory, style, and delivery involve the successful management of the emotions. Rhetorical skills--which allow people to correctly assess their environment, to react to others, to interact successfully with the universe, and to withdraw or go inward to make subjective assessments of and contact with their inner selves--may be useful in achieving emotional equilibrium. Maintaining balance and equilibrium in one's own life may, admittedly, come down to something more than or different from rhetorical skills and/or coping mechanisms; yet this framework may suggest the continuing process of personal growth. (HOD)

ED 236 319 CE 037 195

Koschmann, Nancy Lee; And Others
Working with Refugees: A Manual for Paraprofessionals. Volume I: Introduction to Refugee Resettlement Work.
Travelers Aid/Immigrants Service of Metropolitan Chicago, IL.
SPONS. AGENCY- Illinois State Dept. of Public Aid, Springfield.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adjustment (to Environment); Behavior; Behavioral Objectives; Counseling; *Counseling Techniques; Counselor Role; *Counselor Training; *Cross Cultural Training; Cultural Awareness; Cultural Context; Interpersonal Competence; Job Skills; Legal Problems; Paraprofessional Personnel; *Refugees; Social Work; *Social Workers
IDENTIFIERS- Sponsors

This staff training manual, the first volume of a three-volume set of materials for use in training paraprofessional refugee workers, provides an introduction to working with refugees. Covered in the individual units are the following topics: the cultural assumptions of social work, culture and behavior, the process of cultural adjustment, beginning counseling skills, helping refugees to adjust, sources of human action, working with sponsors, and an overview of legal issues affecting refugees. Each unit contains a list of objectives and instructional text that may include some or all of the following: checklists, self-assessment instruments, study questions, skill lists, and case studies. (MN)

ED 236 417 CE 037 571

Ernst, Nora S.; Baggett, Sharon

Proceedings from Advanced Training for Nursing Home Inservice Coordinators. Think It Older Project.

Texas Univ., Dallas. Gerontology Services Administration.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Adult Education; Adult Learning; Attitude Change; Audiovisual Aids; Cartoons; *Classroom Techniques; Competency Based Education; Educational Needs; Educational Resources; Educational Strategies; Expectation; Group Instruction; Humor; *Inservice Teacher Education; Instructional Materials; *Instructor Coordinators; Needs Assessment; *Nursing Homes; Postsecondary Education; Reinforcement; Role Playing; Simulation; Student Centered Curriculum; Student Needs; Student Participation; *Teaching Methods; Workshops

These proceedings, consisting of unit outlines, presentation summaries, handouts, overhead masters, and sample forms, were designed to provide nursing home inservice instructor coordinators with the materials that were presented at a two-day workshop dealing with the principles of adult education and their application in nursing homes. Addressed during the workshop were the following topics: principles of teaching adults (creating the proper atmosphere, clarifying expectations, developing learner-centered curricula, encouraging learner participation, and identifying learner needs); approaches to influencing attitudes (participants' attitudes toward classroom learning, general strategies with groups, simulations and role play models, and idea exchange); reinforcement of learning (competency-based learning, the use of audiovisual aids, resource evaluation, creative approaches to teaching, and resource sharing); and humor in the classroom (using humor in teaching and designing cartoons for learning). (MN)

ED 236 506 CG 017 058

Breckler, Steven J.; Pratkanis, Anthony R.
Self-Referent Decision Making: A Multidimensional Representation.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; College Students; *Decision Making; Higher Education; Identification (Psychology); Memory; Personality Theories; Personality Traits; *Reaction Time; *Self Concept; *Self Congruence
IDENTIFIERS- *Self Reference (Psychology)

Recent studies of self-referent cognition have demonstrated that people process information about themselves more efficiently than other kinds of information. To investigate latency effects in self-referent decision-making, 60 college students participated in a three phase study. In phase one, each subject chose the trait within a pair that best or least described self; in phase two, subjects selected traits which either were similar or dissimilar to self; in phase three, subjects selected traits which were self-descriptive or other-descriptive. Judgment latencies were automatically recorded. An analysis of the results showed that subjects rapidly selected which of two traits better or least described self. "Better" judgments were faster with increasing closeness to the self of selected traits, while "least" judgments were faster with increasing closeness to self of nonselected traits. In terms of judgment latencies, the closer two traits were to each other, the longer subjects took to make a choice between them. (Author/BL)

ED 236 555 CS 007 342

Thompson, Mark E.
Beyond the Computer: Reading as a Process of Intellectual Development.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Development; *Computer Assisted Instruction; Computer Programs; Computers; *Critical Thinking; Educational Trends; Elementary Secondary Education; Higher Education; Imagination; *Independent Reading; *Reading Achievement; Reading Centers; Reading Habits; *Reading Instruction; Recreational Reading; Student Motivation; Student Teacher Relationship; Teaching Methods; Technological Advancement

With more than 100,000 computers in public schools across the United States, the impact of computer assisted instruction (CAI) on students' reading behavior needs to be evaluated. In reading laboratories, CAI has been found to provide an efficient and highly motivating means of teaching specific educational objectives. Yet, while computer technology may improve students' reading skills, it cannot inspire the desire to read independently. That desire is the product of personality traits, family characteristics, and motivational factors such as teacher encouragement, campus stimulation, and the need for self-gratification. Individual initiative, thoughtful contemplation, and the power to reason things out after reading about and studying a topic are all beyond computer technology. The business of education is to turn out students with imagination, desire, and the capacity for choice. If used indiscriminately, computers may prove to foster restricted and mechanical patterns of thought. (MM)

ED 236 619 CS 207 845

Smith, Herbert J.
Teaching the Grant Proposal as a Problem-Solving Strategy: A Rhetorical Approach.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Audience Analysis; Education Work Relationship; Grants; Higher Education; Logical Thinking; *Persuasive Discourse; *Problem Solving; Program Proposals; *Proposal Writing; Teaching Methods; *Technical Writing; Units of Study; *Writing Instruction
IDENTIFIERS- *Rhetorical Strategies

Technical communications courses, which frequently present the research proposal as part of the report writing segment, rarely teach the grant proposal, even though it can provide the instructor with a vehicle for presenting such rhetorical strategies as audience analysis and persuasive writing. In addition to its problem solving structure, the formal proposal also provides a classic presentation of logic--a syllogism--whose major premise is the ability of the company to demonstrate a thorough understanding of the granting agency's needs. The minor premise(s) are the specific points that illustrate how the contractor plans to use his qualifications to implement a specific plan or approach. In a very real sense the proposal introduction is the most persuasive part of the proposal, for the contracting agency needs to be convinced that the remainder of the proposal is worth reading. A good introduction will include a description of the company's chief strengths and characteristics, and a short statement of its view of project requirements. This statement of work, which can be examined for its audience analysis, ideally should tell the contractor what is wanted by the requesting agency and then give the contractor a clear idea of what is needed. One effective technique for teaching the statement of work involves having pairs of students role play as the participants in the proposal process. The instructor also may wish to show how the enthymeme, which is a rhetorical technique used to imply rather than state a causal connection, can make a proposal more effective. The conclusion, or final statement of the syllogism/proposal, is that the award of the contract should be made to the contractor based on the merits of the major and minor premises. (HOD)

ED 236 668 CS 207 943

Smith, Edwin H.; Palmer, Barbara C.
Smith/Palmer Figurative Language Interpretation Test.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Elementary Secondary Education; *Figurative Language; Higher Education; Measures (Individuals); *Reading Comprehension; *Reading Diagnosis; *Reading Skills; Reading Tests
IDENTIFIERS- *The Research Instruments Project

Designed to assess the ability to interpret the major types of figurative language or tropes such as similes, metaphors, proverbs, and personification, the two forms of this instrument each contain 50 items in a two-part, multiple-choice format. Part I tests the meaning of figures of speech in isolation; part II tests the meaning in the context of a sentence(s). In both parts, the reader is required to select which of four possible answer choices represents the most common meaning for each figure of speech. To aid the reader, figurative statements are underlined, no figurative statements are contained in the answer choices, the test is untimed, and the test items are written at or below the fifth grade readability level. Validity, reliability, and normative data are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the

Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (reading), title, author, date, age range (intermediate to postsecondary and adult basic education), purpose, and physical characteristics.) (JL)

ED 236 684 CS 207 961

Neuleib, Janice, Ed.
Illinois Projects and Research in Composition.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Articulation (Education); Coordination; *Educational Cooperation; Elementary Secondary Education; Higher Education; Holistic Evaluation; Program Descriptions; Program Evaluation; School Surveys; Student Motivation; Teaching Methods; *Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- *Illinois; Reading Writing Relationship

Focusing on the topic of composition, especially in the state of Illinois, this special journal issue begins with a description of the Illinois Articulation Project, a network developed to share and coordinate writing in the state. The second article describes Illinois State University's National Endowment for the Humanities program for articulating writing instruction across high school, community college, and university levels. This article is followed by an explanation of the results of the Writing Assessment Questionnaire that was sent to all faculty at Illinois State University. The fourth article summarizes the use of holistic scoring in the manner of the Educational Testing Service, and shows how this method can be used in a high school English department. Another article illustrates one method of engaging students' interest in their writing assignments, while the remaining two articles show what is being done in composition research with fourth and fifth grade students and summarize research on combining the teaching of reading and writing. (HOD)

ED 236 732 CS 504 430

Thorpe, Judie M.; Benson, James A.
Meeting Lawyer Needs through Assessment: What Is Important to Attorneys.
PUB DATE- 12 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Communication Skills; Educational Needs; *Educational Research; *Education Work Relationship; Females; Higher Education; *Job Skills; *Lawyers; *Legal Education; Males; Occupational Surveys; Sex Differences; Speech Curriculum

A study assessed the communication skills of practicing lawyers in order to determine whether they had needs that could be met by the speech communication discipline. Specifically, the study investigated (1) the importance lawyers attached to certain communication skills, (2) how proficienty they considered themselves to be in using those skills, and (3) the extent to which they felt their undergraduate and law school education had prepared them to use those communication skills. Questionnaires were completed by 99 practicing lawyers. Results showed that regardless of type of [illegible] practice, years spent in practice, or sex, lawyers agreed that many communication skills were important to their work. The lawyers also agreed that their college and law school training did not adequately prepare them to use the communication skills investigated. (FL)

ED 236 362 CE 037 411

Smith, Wendell L., Ed.
Collaboration in Lifelong Learning. A Report on the Airlie House Lifelong Learning Leaders Retreat (November 29 - December 1, 1982).
American Association for Adult and Continuing Education, Washington, DC.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 83
AVAILABLE FROM- American Association for Adult and Continuing Education, 1201 Sixteenth St., NW, Washington, DC 20036 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Education; *Continuing Education; Cooperative Programs; Educational Change; *Educational Cooperation; *Educational Needs; Educational Practices; Educational Trends; Futures (of Society); Human Resources; *Lifelong Learning
IDENTIFIERS- *Airlie House Lifelong Learning Leaders Retreat

This volume discusses the Airlie House Lifelong Learning Leaders Retreat and also contains the texts of papers presented during the retreat. Included in the first section of the volume are the following consultants' position papers: "An Opportunity for Cooperation," by Lloyd Davis; "Thoughts on Developing America's Human Resources for the Future," by Mike Doyle; "A Once-in-a-Century Update of the Educational Model," by Reck Niebuhr; and "A Loosely Coupled System for Adult Education," by Thurman White. Listed in the next chapter are 22 issues that were identified by retreat participants as major problems confronting the lifelong learning profession. Analyzed next are the following alternatives to these major issues: collaborative effort among adult education associations and groups on legislative matters affecting them; increasing awareness of the importance of lifelong learning by the general public, educational institutions, and teachers; development of a national and federal policy on lifelong learning; and the restructure and reallocation of strategies to respond to future technology. The final three chapters of the report are devoted to a synthesis of major ideas advanced at the retreat, the activities of the sponsors of the retreat in the area of lifelong learning, and follow-up plans. (Appendixes to the report include a list of retreat participants, an agenda, and a composite of preretreat participants' questionnaires.) (MN)

ED 236 431 CE 037 631

Manual Dexterity Work Sample.

Shawsheen Valley Regional Vocational-Technical High School, Billerica, Mass.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 79
GRANT- 250-442-1-0871-2
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Aptitude Tests; *Disabilities; Job Performance; Job Skills; *Motor Development; *Object Manipulation; Occupational Tests; Prevocational Education; Scoring; Secondary Education; Testing; *Vocational Aptitude; Vocational Education; *Vocational Evaluation; Vocational Interests; *Work Sample Tests
IDENTIFIERS- *Manual Dexterity

This manual contains a work sample intended to assess a handicapped student's ability to move the hands easily and skillfully and the ability to move the hands in placing and turning motions. Section 1 describes the assessment and lists related occupations and DOT codes. Instructions to the evaluator are provided in the next section. The conditions and administration equipment are detailed, and the set up and breakdown procedures are illustrated. The section on administration provides a student orientation including student material with an explanation and illustration of equipment and/or procedures. Instructions for task procedures actions to be taken, as well as post sample interview topics are also covered. Section 4 explains the method of scoring and provides forms. Section 5 lists technical data (norms, reliability, validity) to be included in a supplement to this manual. Contents of the section on maintenance and construction include information on tool and equipment maintenance, a materials list (equipment, source, price), and work sample diagrams and/or photographs. Section 7 cites references. An appendix defines terms. (YLB)

Brion-Meisels, Steven; And Others
Program Manual. Adolescent Decisions Curriculum.
Judge Baker Guidance Center, Boston, Mass.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G-008001910
AVAILABLE FROM- Adolescent Issues Project, Judge Baker Guidance Center, 295 Longwood Avenue, Boston, MA 02115 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adolescent Development; Adolescents; *Decision Making Skills; *Evaluative Thinking; Humanistic Education; Interpersonal Competence; Learning Modules; Models; Parent Participation; *Program Content; Program Guides; Secondary Education; *Secondary School Curriculum; Skill Development

This teacher's manual is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: work, drug (substance) use and abuse, sexuality and social relationships, juvenile law, and people and government. The manual is divided into 11 sections. The first section provides the rationale and conceptual framework of the curriculum including a developmental model of adolescent decision-making which involves five core skills, i.e., social perspective-taking, alternative and consequential thinking, communication, and evaluation. Section 2 provides an overview of decision-making as a core school program component. Sections 3-10 describe specific approaches to decsion-making including: (1) assessment and evaluation; (2) the adolescent decisions curriculum (guidelines and areas covered in other volumes of the program); (3) classroom meetings; (4) school climate and discipline; (5) parent involvement; (6) community outreach; and (7) a "whole school" model approach to decision-making. Section 11 provides guidelines for starting the program and case studies of program approaches. The four appendices include a needs and interest assessment for school staff, sample needs and interest tools for parents, parent evaluation ideas, and the Interpersonal Negotiation Strategies Interview form. (BL)

ED 236 460 CG 017 010

Meabon, David L., Ed.; Otto, Ann M., Ed.

Competencies for Placement and Follow-Up Personnel: Workshop and Resource Materials.

Florida State Univ., Tallahassee. Center for Studies in Vocational Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrators; College Students; *Communication Skills; *Community Colleges; Counselors; Employment Services; Faculty; Inservice Education; *Job Placement; *Program Design; *Research Design; Resource Materials; *Vocational Followup; Workshops
IDENTIFIERS- Florida

This training manual for educational counselors, administrators, and faculty involved with placement services (assistance to school graduates or leavers in obtaining employment or further education) and follow-up studies (examination of the performance of former students in the areas in which they received training) is part of a Florida Department of Education project undertaken to identify the competencies that community college personnel need to interpret placement and follow-up data. The first part of the manual describes the competencies (in program design, research, and communication) identified as necessary to the performance of placement and follow-up services. The second section covers training activities which specifically address these competencies and which can be used in a workshop format. The training activities for program design include institutional mission; institutional goals; program goals; program and course competencies; local business, industry and government employers; and state and federal reporting requirements. Research activities include placement and follow-up instrumentation; research methodology; questionnaire development; basic statistics; analysis and interpretation of data; computer applications; and presentation of data. Activities for communication include needs analysis; data collection; dissemination of reports; and implications. The third major section provides resource material for the three competency areas and for the effective use of educational follow-up information, as well as placement and follow-up report formats. A glossary and a bibliography are also provided. (WAS)

ED 236 475 CG 017 025

Fincham, F. D.
Causal Attributions in Relationship Dysfunction: A Reexamination.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; Behavioral Science Research; *Counseling Techniques; *Interpersonal Competence; *Interpersonal Relationship; Marital Satisfaction; *Marriage Counseling; Social Cognition; Spouses; State of the Art Reviews

The study of causal attributions at the interpersonal level has been an integral part of attribution research. Unfortunately most attribution research has involved persons unfamiliar with each other. The marital relationship is an example of the need for understanding causal attributions among intimates. A striking feature of marital interaction is its reciprocal nature; relationship problems can occur when partners justify their own behavior in response to the other's prior behavior. Causal attributions can play a functional role in a real life relationship, as opposed to a laboratory situation, because there are usually a number of plausible causes for an event. Research has suggested that causal dimensions different from those traditionally used in individually oriented research may be important in studying intimates. A second issue raised concerning the preventative role of causal attributions in intimate conflict is that causal attributions, as accounts which bridge the gap between expectation and action, suggest various points of possible relationship malfunction. It appears that research on responsibility attribution is more relevant to relationship dysfunction than the study of perceived causality as traditionally conceived. When couples in therapy present problems where causal attributions are central, one needs to focus not only on the attributions themselves but on the expectations that make them so important. (JAC)

ED 236 490 CG 017 040

Golden, James R.; And Others
Is a Doctorate for Me: A Workbook for Decision Making.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Career Choice; *Career Planning; *Decision Making; *Doctoral Programs; Educational Attainment; Graduate Students; Graduate Study; Higher Education; Occupational Aspiration; Student Educational Objectives; *Values Clarification; Workbooks
IDENTIFIERS- *Life Goals

This workbook is the final program in a four part series to help individuals decide if a doctoral program is for them. Participants in the program systemically look at commitment, career goals, possible alternatives, and action strategies in regard to pursuing doctoral studies. In determining commitment, internal and external hindrances to decision making are identified through review of a case study and through writing and analysis of personal stories. Life career goals are explored by the analysis and writing of personal obituaries. Following goal identification, alternatives are explored by arranging them in various combinations with associated value ratings (best outcome, worst outcome, inituitive feeling). The final exercise is a plan of action, which includes the chosen alternative, completion date, sequential steps, and intermediate completion dates for each step. (BL)

ED 236 523 CG 400 190

Hale, Lynelle; Cottone, Ben
Once a Parent, Always a Parent.
McLean County Unit District No. 5, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Childhood Needs; *Coping; *Divorce; Elementary Secondary Education; Guidelines; Individual Development; Pamphlets; *Parent Child Relationship; Parent Materials; *Parent Responsibility; Parent School Relationship; School Law; School Policy; Student Rights
IDENTIFIERS- Buckley Amendment; Family Educational Rights and Privacy Act 1974; PF Project

The information in this pamphlet is designed to assist parents in helping their children cope with divorce or separation. Parents are urged to build a constructive life for themselves and their children and to continue to make children feel that they are loved. There are four sets of guidelines offered to parents. The first two are designed to assist parents in helping their children adjust to divorce and to make visitation by the noncustodial parent a pleasant experience. The second set of guidelines concern: (1) the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) which protects the rights of both children and parents regarding the children's school records; and (2) additional ways both parents can become involved with the school regarding their children's education and welfare. Parents are advised to check community sources if they need assistance with parent education or family counseling. (EM)

ED 236 540 CS 007 272

Furniss, Elaine R.
Reading-Writing Relationships: A Discussion of Text Characteristics for Primary Teachers.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Child Development; Classroom Communication; Classroom Observation Techniques; *Cognitive Development; Kindergarten; Language Acquisition; Primary Education; *Reading Research; Reading Skills; *Schemata (Cognition); Story Reading; Writing Instruction; Writing Processes; *Writing Readiness; *Writing Research; Writing Skills

IDENTIFIERS- Australia (Sydney); Drawing; *Reading Writing Relationship

To determine how children develop schema for text that include increasing sensitivity to text types, text categories, orthographic conventions in words, conventional story beginnings and endings, and text cohesive ties, a study examined the writing of four kindergarten children. The kindergarten had adopted a process-conference approach to writing that included a 30-minute daily writing period, emphasis on personal control with regard to topic choice, spelling and punctuation, weekly discussions or conferences about writing with the classroom teacher, and "publication" of good stories. A review was made of all the writing completed by the children in their kindergarten year. In addition, one tape of a group writing session was made for each of the final six months of the year. Analyses indicated the following characteristics of the study children's writing: (1) drawing precedes and aids writing; (2) early stories depend on drawing for meaning; (3) specific story formats are used repeatedly and help to develop fluency; (4) use of past tense develops as more story categories are included; (5) as writing expertise increases, drawing ceases to be as important; (6) use of revision develops with a sense of the author's role; (7) earlier copying of labels and stories gives way to inclusion of trade book characters in stories and recounting of previously read stories in one's own words; and (8) story size may depend on the number of pages available to make a book or on what the group sees as an acceptable length. (HOD)

ED 236 604 CS 207 583

Morrissey, Thomas J.
The Five-Minute Entry: A Writing Exercise for Large Classes in All Disciplines.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Cclloge English; Content Area Writing; Higher

Education; High Schools; Large Group Instruction; Learning Activities; Motivation Techniques; Teaching Methods; *Writing Evaluation; *Writing Exercises; Writing Instruction
IDENTIFIERS- PF Project

An approach to writing for high school and college students is presented in this brief article. AUTHOR'S COMMENT (excerpt): The science fiction course I teach is an elective that enrolls about fifty students per class. Ninety percent or more of the students are not English majors and have done little writing in the recent past. Assigning frequent papers proved difficult in such a large class. THE APPROACH (excerpt): Out of these problems came the five-minute entry. At the start of each class, students wrote for five minutes in response to a question about the assigned reading for that day. Grammar, mechanics, and organization do not count. Papers receive an 'S' (satisfactory) or 'U' (unsatisfactory), the only criterion being that they must demonstrate beyond a reasonable doubt that their authors have read and thought about the assigned reading. This eliminates the need to take attendance or grade quizzes, and encourages regular attendance and timely reading of assignments. Students who write poor entries can be identified early in the term. Thus the five-minute entry gives the students frequent writing practice and affords the instructor relatively painless opportunities to observe student writing. (KC)

ED 236 587 CS 207 565

Randall, Tony
How To Improve Your Vocabulary. Power of the Printed Word.
International Paper Co., New York, NY.
PUB DATE- 79
AVAILABLE FROM- "Power of the Printed Word," International Paper Co., Dept 2, P.O. Box 900, Elmsford, New York 10523.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Dictionaries; Guidelines; *Improvement; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- PF Project; Prefixes; Root Words; Words

The following pointers can help people learn and remember new words. First, try to guess the meaning of the word from the way it's used. At least part of a word's meaning can be determined from the context of the sentence. To find out exactly what the word means and where it comes from, look it up in a dictionary. To get at the meaning behind the word, it is necessary to determine its roots. Learning roots: (1) helps with remembering words, (2) gives a deeper understanding of them, and (3) allows the learning of whole families of new words at a time. Another important clue to the meaning of a word is the prefix. There aren't many prefixes and they are easy to learn. Once new words have been learned, they should be put to work immediately. But be careful not to sound like a stuffed shirt; use them when they sound natural. (DC)

ED 236 700 CS 207 992

Strugala, Richard A.
Values Clarification Through Writing.
PUB DATE- 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- College English; Higher Education; High Schools; Learning Activities; Teaching Methods; *Values Clarification; *Writing (Composition); *Writing Exercises
IDENTIFIERS- PF Project

An approach to using values clarification exercises in a college freshman composition or a high school English class is presented in this brief article. AUTHOR'S COMMENT (excerpt): Since the integration of writing and thinking is vital in the development of writing abilities, the values clarification experience is a natural bridge for students to receive exposure to both processes. THE ACTIVITY (excerpt): Students are presented with ten values (freedom, peace, sincerity, social success, faith, wealth, happiness, love, health, friendship) written on the blackboard, and are asked to rank order the ten elements. They then select a partner and in a limited amount of time they are required to formulate a composite ranking that both partners agree on. We then analyze the rankings. Each student is then required to complete a writing assignment. Within the essay format, students develop a personal definition for the term "value"; discuss how they determine whether a concept is of value to them; speculate about the origin of values by probing whether values are learned or biologically inherited; and examine how society transmits values through cultural, political, and religious institutions. The in-class discussion and the writing activity stimulate a definition and discussion of values as concepts with application to everyday life. (KC)

ED 236 716 CS 504 410

Fadely, Dean; Hamlett, Ralph

The Place of Performance in Communication Education: The Pre-Law Curriculum.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Communication Skills; *Course Content; Course Descriptions; Curriculum Development; Debate; Higher Education; *Integrated Curriculum; Interdisciplinary Approach; Law Students; *Legal Education; Persuasive Discourse; Public Speaking; Speech Curriculum; *Speech Instruction
IDENTIFIERS- *Prelaw Curriculum

Of interest to curriculum developers, the materials in this paper pertain to the communication component of the prelaw curriculum initiated in the 1979-80 school year at the University of North Carolina at Greensboro. The materials include (1) a brief decription of the prelaw program; (2) information sheets for students considering the program; (3) a list of the communication studies courses offered in the program; (4) a list of courses prelaw students are required to take, along with a statement of admission requirements for the law school; (5) a description and outline of an argumentation course designed to help students improve their critical, creative, and reflective thinking skills, and directions for preparing the final paper in the course; (6) a description and course outline for a debate course, along with a format for in-class debate; and (7) a description of a course in public speaking. (FL)

ED 236 733 CS 504 431

Sillars, Malcolm O.
On the State of Speech Communication Research.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at.. " (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Communication Research; Educational Change; *Educational Trends; *Intellectual History; Professional Associations; Professional Recognition; *Research Methodology; Social Scientists; *Speech Communication; Theories

The discipline of speech communication was established early in the twentieth century. After its subject matter was defined and separated from the field of English by Herbert Wichelns's "The Literary Criticism of Oratory," departments were established and a separate organization--The National Association of Teachers of Public Speaking--was formed. In the first issue of "The Quarterly Journal of Public Speaking," James Winans initiated the emphasis on research. Although beginning theory came from classical rhetoric, early writers and researchers were drawn to the behavioral studies of psychologists. Even the emphasis in historical critical research was on learning correct principles rather than on understanding the history of oratory. Since 1950, there has been a growth of attention to informal discourse in dyads and groups, and, more recently, a new influence from some scholars in other fields of the social sciences. Today, with the growing interest in cultural metaphors and naturalistic inquiry, the field of communications is seeing the signs of a radically new synthesis. Communications has the people to make the new syntheses--first class experimentalists, able historians, scholars who understand the cultural role of the media, and critics familiar with the rhetorical tradition and other literary trends. This openness of research, this pluralistic approach to research, characterizes the state of speech communication research today. (HOD)

ED 236 749 CS 504 454

Greenberg, Bradley S.; Heeter, Carrie
Soaps, Sex, and College Women.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Family Problems; *Females; Higher Education; Interpersonal Relationship; Marital Instability; Mass Media Effects; *Sexuality; *Student Attitudes; *Television Research; *Television Viewing
IDENTIFIERS- *Media Role; *Soap Operas

To investigate the relationship between soap opera viewership and sexual and relational perceptions, telephone interviews were conducted with 209 female college students. Quota sampling was used to complete a ratio of two telephone interviews with soap opera viewers for every one with a nonviewer. For sampling purposes, a viewer was defined as someone who watched soap operas in the daytime at least occasionally. In addition to recording demographic information about the respondents, the interview instrument tapped perceptions of the salience of sexual activity, the frequency of premarital and extramarital sex, marital stability, pregnancy and complications, society's permissiveness, working women, and the realism of soap operas. Results showed that viewers and fans differed in the extent to which they used soap opera content to understand sexual and romantic relationships. Yet their perception of content utility did not influence their beliefs about real-world sexual activity and permissiveness. No significant patterns emerged either between their estimates of the extent of premarital sex, illegitimacy, extramarital sex, sexual permissiveness, and divorce or their own attitudes and behavior regarding sex and marriage. These results fail to establish whether individual sexual attitudes or values are influenced by soap portrayals. (HOD)

ED 236 765 EA 015 954

Cole, James E.
If You Would Preserve the Management Team, You Must Pitch In and Do Your Part. The Endpaper.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTIONS- Administrator Guides; Elementary Secondary Education; Guidelines; *Interprofessional Relationship; *Management Teams; *Principals; *Superintendents; *Teamwork
IDENTIFIERS- PF Project

Nine ways for school executives to provide essential support for their superintendent's concept of the management team are: (1) speaking positively about the superintendent when talking to teachers, parents, students, and members of the community; (2) keeping the superintendent informed of events, achievements, and problems; (3) seeking the superintendent's counsel in solving major problems; (4) suggesting specific means for improving communications; (5) letting the superintendent know what other people are saying about the schools and school leadership; (6) acknowledging disagreements; (7) refraining from going directly to school board members with concerns or suggestions; (8) talking with other administrators about negative comments attributed to them; and (9) being a team player. (JW)

ED 236 780 EA 016 166

McCarthy, Martha M.
A Delicate Balance: Church, State, and the Schools.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-427-8
PUB DATE- 83
AVAILABLE FROM- Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Books (010)
DESCRIPTIONS- Church Programs; Compulsory Education; *Court Litigation; Curriculum; Elementary Secondary Education; *Legal Problems; Parochial Schools; Private School Aid; Public Schools; Released Time; *Religious Education; Required Courses; *State Church Separation

Focusing on current legal issues in church, state, and school relations, this book examines four critical areas in the controversies surrounding the respective rights of public education and religious education; it then addresses the issues of state aid to and governmental regulation of parochial schools. Court opinions about religious observances and activities in public schools include decisions regarding Bible reading and prayer, the uses of religious holidays and symbols, the religious content of graduation exercises, and the distribution of religious literature in public schools. The author further examines the judicial balancing between the constitutional protections of religious exercise and the government's requirements for compulsory schooling and mandated areas of curriculum. The legal challenges offered to public school curricula are also analyzed, including efforts to introduce the teaching of creationism and to censor instructional materials in public schools. Finally, the book addresses the problems in the relationship of the states and parochial schools by noting the judicial interpretations (both federal and state) regarding the various forms of aid to parochial schools--transportation aid, loans for services, tax relief for parents of parochial school students--and discusses the lawsuits and decisions relevant to the question of the state's authority to regulate parochial schools and home education programs. (JW)

ED 236 796 EA 016 185

Hathaway, Walter E.
Effective Teachers in Effective Schools.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Classroom Techniques; *Educational Improvement; Educational Objectives; Educational Quality; Elementary Secondary Education; Equal Education; Learning Motivation; Organizational Effectiveness; *School Effectiveness; Socioeconomic Influences; *Student Characteristics; Student Development; Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- Direct Instruction; *Effective Schools Research

While effective schools research has inspired new efforts toward improving education for all students, it is flawed by offering simplistic prescriptions based on correlational studies focusing on basic skills achievement. Effective school research and theory can be upgraded by a more careful definition of the goals of learning and a systematic analysis of the interdependencies of effective learning, teaching, and schooling that sorts out conditions from causal factors. Interacting factors of learning include characteristics of the learner and the learning task, and learner activities, all of which are at least partially under the influence of schools. Factors of effective teaching include belief that all students can learn, clear and high academic and behavioral expectations, well defined and maintained classroom procedures, evaluation of student progress and evaluative feedback, clear communication of material, the direct instructional approach, appropriate questioning strategies, and frequent and appropriate reinforcement. Effective schooling is marked by such factors as staff commitment to success of students and colleagues, secure and orderly environment, progressive student involvement and responsibility, appropriate use of time, accurate and timely evaluation, clear and consistent consequences for meeting and exceeding expectations, parent and community support, and strong leadership. An instructional effectiveness checklist illustrates application of the research. (MJL)

ED 236 811 EA 016 251

Baltzell, D. Catherine; Dentler, Robert A.
Selecting American School Principals: A Sourcebook for Educators.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Jan 83
CONTRACT- 400-80-0017
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Characteristics; Administrator Evaluation; *Administrator Qualifications; Administrators; *Administrator Selection; Affirmative Action; Assessment Centers (Personnel); Educational Administration; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Internship Programs; *Management Development; Personnel Policy; *Principals; Recruitment

This sourcebook presents results of a recent case study of how principals are selected in American public school districts. Part 1 (chapters 1-3) describes and evaluates conventional selection practices in 10 randomly supplied school districts according to a five-step process: vacancy announcememts, selection criteria, applicant pools, screening, and employment decisions. These procedures as currently practiced do not do justice to the importance of the principalship, nor do they manifest any consistent likelihood of attracting or selecting the best qualified candidates. Chapter 3, "Pathways to the Principalship," provides case histories of five principals of varying competence, in order to illustrate the vagaries of the selection process from the applicants' perspective. Part 2 (chapters 4 and 5) describes three promising alternative procedures currently in use at five school districts: (1) assessment centers; (2) district operated internships; and (3) "exemplary" common practices. A comparative analysis follows, delineating the difference between the conventional practices described in part 1 and these alternatives. The essential advantages of the latter derive from sequential screening, which provides more objective, reliable, and comprehensive data for assessing applicants, so that appointments are based more on merit than on contingencies. The result is greater credibility for the selection process and a corresponding enhancement in prestige for the principal. Guidelines are included for developing or revising a principal selection procedure. (TE)

EC

ED 236 826 EC 160 844

Miles, M.
Attitudes towards Persons with Disabilities, Following I.Y.D.P. (1981). With Suggestions for Promoting Positive Changes.
Mission Hospital, Peshawar (Pakistan). Mental Health Centre.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Disabilities; Elementary Secondary Education; *Foreign Countries; Mass Media; Public Relations; *Social Attitudes; Surveys
IDENTIFIERS- *Pakistan

Reported attitudes of the public towards disabilities and disabled persons in Pakistan were studied. Responses to interviews and questionnaires completed by 286 men, women, and school children were analyzed to investigate awareness of the 1981 International Year of Disabled Persons, recall of media items on disability, and acquaintance or relationship with disabled persons. The survey examined public attitudes and the level of agreement between respondents' own opinions and their report of public opinion, and studied views on various rehabilitative measures and efforts toward the integration of disabled persons in society. Divergence of opinion between respondents from urban and rural areas and between males and females was noted. Literature and opinions on public attitudes and possible intervention were reviewed from Pakistan and 30 other countries, suggesting progressive development from negative attitudes to acceptance. The role of the media in educating the public and creating a favorable climate toward rehabilitation and integration was noted. (CL)

ED 236 843 EC 160 861

Wesson, Caren
Teacher vs. Student Selection of Instructional Activities.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-117
PUB DATE- May 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Education; *Learning Activities; Resource Room Programs; *Selection; *Student Role; *Teacher Role

The study explored the effects of student selection versus teacher selection of instructional activities on the activities selected and reasons given by teachers and 42 elementary resource room students for selecting particular activities. Ss' progress was monitored by a curriculum-based repeated measurement data collection and evaluation system in which teachers were notified when a change in instruction was needed for each student. One-third of the Ss selected their own instructional changes from an experimenter-generated set of activities, while the remaining Ss performed activities selected by teachers from the same set. Teachers selected significantly more high structured activities than students and cited more skill related reasons for their selection. It was suggested that when students are given options, the options should include only structured activities. (Author/CL)

ED 236 860 EC 160 881

Miller, Caryl J.

A Study of the Relationship of Vocational Education Systems to the Local Job Market for Individuals with Exceptional Needs. Employment and Training Opportunities for Handicapped Secondary Students: A Special Study.

Orange County Dept. of Education, Santa Ana, Calif.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Jun 83
GRANT- 30-03651-0000-82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Delivery Systems; *Disabilities; *Employment; *Employment Opportunities; Employment Patterns; *Job Training; *Labor Market; Needs Assessment; Secondary Education; Vocational Education
IDENTIFIERS- California (Orange County)

The existing vocational education delivery systems for exceptional students (grades 9-12) in Orange County, California, were evaluated. In the first phase, a needs assessment survey was developed to identify vocational education programs/classes available for handicapped students through sheltered workshops, high schools, community colleges, and regional occupational programs. Findings revealed a wide range of services for nonhandicapped students, but limited access for handicapped students due to a number of factors, including lack of regular program modification, placement of students in vocational education classes with little or no assessment data, and lack of coordination of services. Phase II included updating job market analyses. Results revealed that the use of computers and sophisticated electronic equipment will help physically disabled persons particularly, although the severely handicapped students are being trained for jobs that have bleak outlooks. Major conclusions pointed to the need to combine occupational skills with basic skills and to promote good work attitudes and reliability. Sample survey forms are appended. (CL)

ED 236 876 EC 160 897

Welch, Alicia J.; Maxon, Antonia B.
Language Level as a Mediator of Learning from Television.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Age Differences; Auditory Perception; Comprehension; *Hearing Impairments; *Language Acquisition; *Language Processing; Language Skills; Learning Processes; Stimuli; *Syntax; *Television

The paper examines ways in which language complexity of the stimulus and language ability of the receivers may influence learning via television for hearing impaired and hearing children. Research is reviewed on the impact of language abstraction on learning from television, and findings from paired associate learning trials are cited to suggest that young children will ignore relatively more abstract information to focus on the more concrete. Similarly, syntactic complexity in television language and high degrees of inferential material are thought to interfere with learning. Language levels of the viewers are described as related to age in terms of selective attention, increased life experiences, and improved role taking and temporal integration skills. The impact of hearing deficits on the viewer's learning is said to include reduced information from the audio track and greater difficulty in comprehending the auditory information that is received. The authors conclude with a brief description of a project examining the relationship of language variables and television learning in hearing and hearing impaired children (6-13 years old). (CL)

ED 236 891 EC 165 112

Stout, Nancy L.
Vocational Rehabilitation Services. A Postsecondary Student Consumer's Guide. Fact Sheet.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 83
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accessibility (for Disabled); *Disabilities; Educational Opportunities; Eligibility; Mainstreaming; Normalization (Handicapped); Postsecondary Education; Professional Services; *Rehabilitation Programs; Technical Education; *Vocational Rehabilitation
IDENTIFIERS- PF Project; Vocational Rehabilitation Act 1973

Designed to assist disabled students and professionals working with them to become aware of the Vocational Rehabilitation Services, the fact sheet details how to access and utilize the education-related services of this federal-state funded program. Following a description of Vocational Rehabilitation (VR), the fact sheet provides information on: (1) where to find VR offices; (2) how to contact local VR offices; (3) what happens once an individual visits a VR office; (4) how eligibility is determined; (5) who pays for services; (6) the importance of an Individualized Written Rehabilitation Plan (IWRP); (7) steps to take if dissatisfied with a VR counselor or decision; and (8) how long VR services will be provided. Because the client in this program is in charge of his/her rehabilitation program and the counselor/agency act in an assistant capacity, emphasis is placed on the responsibility of the client/student to complete paperwork, meet deadlines, and keep counselors informed of progress. (LH)

FL

ED 236 908 FL 013 890

Offenberg, Robert M.; And Others
Language Arts through Latin, 1980-1981. Report Number 8305.
Philadelphia School District, Pa. Office of Research and Evaluation.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- English; *Inservice Teacher Education; Intermediate Grades; *Language Arts; *Latin; *Program Effectiveness; Reading Skills; Secondary Education; Staff Development; Student Improvement

The effect of the "Language Arts through Latin" project on teacher participation in college courses and subsequent pupil performance was investigated. The goal of the project was to prepare non-Latin teachers to provide the benefits of a Latin program to intermediate and secondary students who did not receive formal Latin instruction. It was expected that exposure to Latin would improve students' English reading and language arts skills. Participating teachers were provided with curriculum materials, staff development activities, and contacts with experienced Latin teachers. Of 60 participants, 32 successfully completed college courses offered under the program. Teacher participation was positively associated with improved student performance on two of four reading and language arts tests. However, higher teacher grades in the college course were unexpectedly associated with poorer student performance. (Author/RW)

ED 236 925 FL 014 080

Chaplen, E. Frank
Advantages and Disadvantages of the Team Approach to Developing and Teaching an E.S.P. Programme.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Objectives; *English for Special Purposes; Higher Education; Second Language Instruction; *Team Teaching

The team approach to developing and implementing English for special purposes (ESP) programs is described. Team teaching is defined as several teachers strictly following the same program even though they teach different groups of students. In the team teaching situation, it is essential that the course coordinator and teachers confer with each other frequently for extended periods of time. It usually requires an average of ten hours of preparatory work to generate one hour of class work in an ESP program. It is asserted that the team approach produces higher quality course curricula and teaching materials. Four basic problems associated with the team approach are examined. These are: (1) the difficulty of integrating course objectives, (2) inflated expectations about what can be accomplished, (3) underestimation of the amount of time needed to produce teaching materials of high quality, and (4) over emphasis on course completion regardless of the real progress made by the majority of the students. Program objectives and syllabi are appended. (RW)

ED 236 943 FL 014 109

Spolsky, Bernard; And Others

The Sociolinguistics of Literacy: An Historical and Comparative Study of Five Cases. Final Report.

New Mexico Univ., Albuquerque.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- 83
GRANT- NIE-G-79-0179
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education; *Bilingualism; Case Studies; Guarani; Hebrew; Language Dominance; Language Planning; Language Role; Language Usage; *Literacy; Navajo; Official Languages; *Sociolinguistics; Spanish
IDENTIFIERS- New Mexico; Palestine; Paraguay; Tonga; Tongan

The development of literacy in selected bilingual societies was investigated. Historical and comparative studies were conducted of medieval Jewish communities, the Navajo community, a northern New Mexico village, and the countries of Paraguay and Tonga. The goal of the case studies was to develop a model for the development of literacy in the vernacular that can then be applied to the education of minority populations. Papers generated during the course of the studies are reprinted in nine chapters. The implications of the case studies for the choice of a language for initial literacy in bilingual education are discussed. It is concluded that a sociolinguistic model for vernacular literacy should include such factors as (1) the nature and language of literacy introduction, (2) the status of those accepting literacy, (3) the functions for which it is used, (4) the existence of political independence and control of the educational system, and (5) the continued use of the language. Necessary conditions for vernacular literacy include acceptance by traditionally influential members of the community, use for native functions, and maintenance by a locally controlled educational system. (RW)

ED 236 960 HE 016 306

Karger, Mary
Project 60: Innovative Program for Older Students.
PUB DATE- Jul 81
AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Continuing Education; *Free Education; Higher Education; *Lifelong Learning; *Noncredit Courses; *Older Adults; Part Time Students; Peer Counseling; Program Descriptions; Program Evaluation
IDENTIFIERS- PF Project

Cleveland State University has developed a program to enroll Ohio residents, 60 years and older, on a nontuition and noncredit basis. Volunteers from the Project 60 Program assist in the administrative and program planning, and act as peer advisors during group advising sessions and at registration. A Project 60 student initiated a group called the "Over 60's" to meet the social needs of this population. A questionnaire given to 103 Project 60 students and the faculty showed that a majority of the courses taken were in the arts and sciences (62%), and that most students felt accepted in their classes (89%). Most of the faculty (63%) learned about the program from the students themselves and saw them as contributing positively (58%), competent (48%), well-adjusted (53%), and actively involved in class (48%). They also felt they demonstrated the vitality of older persons to the younger students. (JW)

ED 236 976 HE 016 664

Hall, James W., Ed.; Kevles, Barbara L., Ed.
In Opposition to Core Curriculum. Alternative Models for Undergraduate Education. Contributions to the Study of Education, Number 4.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.; Society for Values in Higher Education, New Haven, Conn.
REPORT NO.- ISBN-0-313-22902-3
PUB DATE- 82
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Westport, CT 06881 ($27.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Curriculum; *Core Curriculum; *Curriculum Development; *Educational Change; Education Work Relationship; Higher Education; Individualized Instruction; Innovation; Interdisciplinary Approach; Liberal Arts; Nontraditional Students; *Undergraduate Study

In response to some educators' advocacy of a return to a "core curriculum" (a specific set of courses required by all degree-bound college students), this book maintains that the simple acquisition of broad-based knowledge is not the solution to the complex and difficult problems in higher education today. It presents views of the "educated person" and practical alternatives suggested by college presidents, deans, university program directors, faculty members, foundation officers, and other leaders in the educational community. The contributors propose curricular perspectives with which higher educational institutions can utilize or even transcend traditional departmental structures to serve the broader intellectual and social requirements of college students now. The book focuses on the diverse college population of the 1980s--older students, part-time students, and the 18-22-year-olds with new career goals--and their needs for alternative, individualized, reformed, or experimental curricula. The 14 chapters are grouped in the following categories: (1) arguments against core curriculum, (2) alternative curricula, (3) curricula focused on the individual student, (4) the interdisciplinary approach to college curricula, (5) curricula for the disadvantaged, (6) the interconnectedness of the work world and the liberal arts, (7) critical issues of curricular reform, and (8) conclusion--"A Model College Education from an Atraditional Viewpoint." (LB)

ED 236 990 HE 016 761

Clark, Burton R.
Values in Higher Education: Conflict and Accommodation. The Wilson Lecture Series, Lecture Two.
Arizona Univ., Tucson. Center for the Study of Higher Education.
PUB DATE- Apr 83
AVAILABLE FROM- Center for the Study of Higher Education, 1415 North Fremont Avenue, University of Arizona, Tucson, AZ 85721.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Access to Education; Administrative Organization; *Conflict Resolution; Educational Objectives; Educational Opportunities; Educational Policy; *Educational Quality; *Higher Education; *Organizational Climate; Personal Autonomy; Political Influences; *Power Structure; Professional Autonomy; Public Policy; *Values

Basic values in higher education and the way that values are made operational are discussed in an article and three responses to the article. Conflicts among values in American higher education and the structures of accommodation are also addressed. In addition to valuing liberal arts studies, professional education, and research, competence in these pursuits is highly valued. Achieving equality and equity for students and staff is also desired, and another set of values links together choice, initiative, innovation, criticism, and variety. Expectations of individuality and self-expression are also raised by democratic values. Finally, there is always a body of interests that pertain to the operation of the state, particular regions, and the nation as a whole. The structures of accommodation that abate conflict among contradictory values are many, within and among institutions. It is concluded that in the long run it is the structures of work and authority in higher education that largely determine who does what to whom, and what matters most about any structure are the values and principles it embodies. Structures can be studied at the level of national policy, state systems, and sectors. Brief responses to the article are provided by Hermann K. Bleibtreu, Charles E. Davis, and Fred F. Harcleroad. (SW)

ED 237 004 HE 016 780

Shulman, Carol Herrnstadt
Fifteen Years Down, Twenty-five To Go: A Look at Faculty Careers.
AAHE-ERIC/Higher Education Research Currents, November 1979.
American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
AVAILABLE FROM- Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Development; *Career Ladders; *College Faculty; Financial Problems; Higher Education; *Retrenchment; Scholarship; *Teacher Morale; *Teacher Responsibility; Teaching (Occupation)

Approaches to develop a new understanding of academic careers are discussed. For many faculty members, a key issue is how to adjust their understanding of an ideal career to contemporary reality. During the 1970s, almost all of the professoriate saw its standard of living decline, a decline that stabilized by the early 1980s. Job mobility is seldom now a viable option. Under these conditions, tenured faculty may feel trapped at their institutions, and administrators also face a loss of flexibility in managing their tasks in the face of reduced funds. New information on adult development and new conditions for the academic profession have prompted efforts to revise the model of academic life established in the 1960s. The adult years are now seen as dynamic and marked by changes that can be anticipated and identified by age, activities, interests, and psychological development. Recent thinking about careers stresses the need for progression, for changed roles and responsibilities. In addition to the common suggestion to promote teaching as an honorable calling, approaches to providing variety in the academic career include: providing opportunities for different types of teaching assignments, involvement in professional activities, special endeavors in research or curriculum development,

ED 237 018 HE 016 796

Shabat, Oscar E.
Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).
Chicago City Colleges, Ill.
PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Students; Black Students; College Admission; *Community Colleges; *Educationally Disadvantaged; Education Work Relationship; Evening Students; Hearings; High Risk Students; Hispanic Americans; *Minority Groups; *Open Enrollment; Postsecondary Education; Public Education; Teacher Responsibility
IDENTIFIERS- *City Colleges of Chicago IL; *Excellence; National Commission on Excellence in Education

The implications of the open-door admissions policy of the City Colleges of Chicago are discussed by the chancellor. Characteristics of the student population include an increasing average age of students, a majority of night students, and a large proportion of minorities, particularly Blacks and Hispanics. As a public community college system, there is a need to be sensitive to training students for public and private agencies. A major problem is that many students lack cognitive skills and self-confidence to learn. Specific problems of the City Colleges are the adequacy of the teaching staff, the reform of the general education program, admissions and exclusion standards, the attrition rate, and the need for more funds to provide support services for disadvantaged students. Many of the faculty have difficulty teaching disadvantaged students, and there is a need to work on objectives and standards of the general education program. The attrition rate is about 35 percent, with evening courses averaging about 45 percent. One approach to problems of the colleges is an experimental basic skills program for disadvantaged students that employs mastery learning techniques and special support services. (SW)

ED 237 033 HE 016 811

Dickinson, C. Gordon
Education for a Productive Role in a Productive Society. Presentation to the National Commission on Excellence in Education. (Public Hearing, Denver, Colorado, September 16, 1982).
PUB DATE- 16 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Role; *Community Colleges; Cooperative Education; Educational Change; Educational Quality; *Education Work Relationship; Financial Problems; Hearings; Industry; Postsecondary Education; *School Business Relationship; Student Development; Student Leadership; *Vocational Education
IDENTIFIERS- *Colorado; *Excellence; National Commission on Excellence in Education

The role of Colorado community colleges in preparing people for a more productive role in society is discussed by a representative of the Colorado State Board for Community Colleges and Occupational Education. The following problems are identified: the increasing costs of providing quality education, and financial problems within the state's rural communities. The following recommendations are offered: a public commitment to the pursuit of excellence in education is needed; education should be a cooperative effort among schools, the community, and business and industry; changes in education should be undertaken to keep pace with technology; and student leadership development activities should be emphasized as an integral part of training programs. It is noted that over 10,000 students enrolled in vocational education programs receive part of their training in schools and part in on-the-job training in industry. In some cases, business and industry provide training equipment to educational programs. In addition, Colorado has occupational training programs jointly funded by the state, federal government, and private industry. (SW)

ED 237 048 HE 016 829

Morgan, Alistair; And Others
Students' Experiences of Learning: Orientations to Learning, Perceptions of Gains, and Development as Learners.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Aspiration; Distance Education; Educational Benefits; Foreign Countries; Higher Education; *Learning Experience; *Learning Motivation; Longitudinal Studies; *Occupational Aspiration; *Student Attitudes; Student Development; *Student Motivation
IDENTIFIERS- *Open University (Great Britain)

Students' orientations to learning, their perceptions of gain from their studies at Great Britain's Open University, and their development as learners were studied. Thirty students were followed from their first university course, the Social Science Foundation Course, through their two subsequent years of study, using in-depth interviews to describe their experiences. It was found that students are not merely more or less motivated to study, but are motivated to qualitatively different things. Students' orientations to learning were classified as academic, vocational, and personal, and each of the orientation categories were divided into subtypes according to whether students were primarily interested in the content of the course (intrinsic interest) or meeting degree requirements (extrinsic interest). To illustrate cases where students had more than one orientation, student comments are included. Student perceptions of five types of gains after the first year of study are considered: knowledge about new subjects, making sense of society, the growth of skepticism, a broadening and perception of change in oneself, and learning how to approach academic courses. In terms of students' development as learners, attention is briefly directed to students' growing confidence and their increasingly strategic or selective pattern of study. (SW)

Hamovitch, Marc A.; Baker, Meryl S.
Strategy for Enlisting Lateral Entrants via Computer Technology (SELECT): An Automated System for Determining Rating and Pay Grade Qualification for Potential Navy Lateral Entry Accessions.
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-83-33
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Oriented Programs; *Employment Level; *Employment Qualifications; Entry Workers; Experiential Learning; *Job Analysis; Job Placement; Job Skills; Personnel Selection; *Recruitment; Skill Analysis; Work Experience
IDENTIFIERS- Cross Classification Approaches; Interactive Systems; Lateral Entry; *Navy

SELECT is a system designed to streamline the process of determining proper ratings and assigning pay grades to potential Navy lateral entry accessions, i.e., the enlistment of personnel with the appropriate training and qualifications as petty officers. It uses a cross-reference index to convert civilian occupations to Navy ratings that was developed in both manual and computerized versions. Qualification is based on training and/or work experience, physical and security characteristics, and separately developed skill tests. This report includes a summary of the problem, background and purpose of the project, a description of the system, and the recommendation that SELECT be evaluated in a context that requires users of varying sophistication to determine appropriate Navy ratings for applicants from a wide variety of civilian occupations. Appendices provide a brief description of APL functions, global variables, documentation of APL functions used in the computer versions, and the SELECT guide for both manual and computer procedures. Six references are listed. (Author/LMM)

ED 237 077 IR 010 907

Hodgson, Frank M.
Educational Computing in the Clarksville-Montgomery County Schools. A Five-Year Plan. Fall 1983-Spring 1988.
Clarksville - Montgomery County Schools, Tenn.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Budgets; Computer Literacy; *Computer Oriented Programs; Computer Programs; Computers; Curriculum Development; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Equipment Standards; Evaluation Criteria; Glossaries; Media Selection; *Microcomputers; *Public Schools; Rating Scales; *Teacher Education
IDENTIFIERS- Software Evaluation; *Tennessee

This report begins with a summary and discussion of computer programs on site prior to fall 1983, classroom computers, mainframe computers, and major goals for computing. A chart summarizing methods of achievement of the system-wide computing plan details its goals, objectives, and actual or projected completion dates. An overview of computer-related use in the school system outlines three approaches that can be supported by microcomputers: instructional development, curriculum development, and teacher/administrative management. Guidelines for software review and evaluation include evaluation criteria, an evaluation form, and software review procedures. Additional topics covered include legal issues related to computing in the school system, standardization of computer hardware, current status and present system site location of computers, inservice and staff development, community involvement in school computing, organization for microcomputing, the Clarksville-Montgomery County School System computer curriculum, and the budget for the 5-year plan. An appendix presents a statewide Computer Literacy Plan for the seventh and eighth grades proposed by the Tennessee Department of Education, which includes tentative goals and objectives, outlines a plan for providing teacher training in computer literacy, examines the acquisition of microcomputer hardware, and lists additional resources needed at the state level. A seven-page glossary is also appended. (LMM)

ED 237 092 IR 050 510

Cylke, Frank Kurt
Expert Meeting and Membership Meetings, Standing Committee Meeting. Section of Libraries for the Blind. International Federation of Library Associations. Summary.
International Federation of Library Associations, The Hague (Netherlands).
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Blindness; Braille; Foreign Countries; International Organizations; Libraries; Library Associations; *Library Services; *Physical Disabilities; *Sensory Aids; Talking Books; Technological Advancement
IDENTIFIERS- Africa; International Federation of Library Associations; Poland; Van Schyndel Voice Indexing System; West Germany

Two meetings of the International Federation of Library Associations Section of Libraries for the Blind (BLISTA) are summarized. The first was an expert meeting which was held in Marburg/Lahn, Federal Republic of Germany, in August 1983. Participants included 51 librarians and technical experts serving blind and physically disabled individuals in 15 countries. The presentations, which are briefly described, discussed the work of BLISTA and its structures, tactile maps and technology for constructing tactual media, the blind and new technologies, talking book libraries in the Federal Republic of Germany, paperless Braille, UNESCO/IFLA contracts relating to Braille production in Africa, the state of blindness in the third world, and the Van Schyndel Voice Indexing System. The second summary describes membership meetings and standard committee meetings held in Munich in August 1983. Presentations at the Munich meetings focused on library services in Poland and in West Germany, and new technologies. Reports of an action/reporting meeting and standing committees are also summarized. (LMM)

ED 237 106 IR 050 527

Dietschmann, Hans, Ed.
Representation and Exchange of Knowledge as a Basis of Information Processes. Proceedings of the International Research Forum in Information Science (5th, Heidelberg, West Germany, September 5-7, 1983).
German Society for Documentation, Frankfurt (West Germany).
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Artificial Intelligence; Automatic Indexing; *Cognitive Processes; Computer Oriented Programs; Foreign Countries; *Information Needs; *Information Retrieval; *Information Science; Library Research; Management Information Systems; Man Machine Systems; *Online Systems; Technological Advancement
IDENTIFIERS- *Knowledge Representation

This 22-paper collection addresses a variety of issues related to representation and transfer of knowledge. Individual papers include an explanation of the usefulness of general scientific models versus case-specific approaches and a discussion of different empirical approaches to the general problem of knowledge representation for information systems. Specific topics include advanced analysis procedures for automatic indexing and abstracting, the interdependencies of communication to the structure of language and actions, the influences of technological impacts on information needs and the treatment of social problems, the intellectual architecture of information systems, designing "crutches" for communication, text-understanding as a knowledge-based process, heuristic text parsing in knowledge-based text understanding and condensation systems, an information flow model as the basis for a workstation for the problem solver, online machine interaction facilities, the Education Management Information Exchange, using MONSTRAT (modular functions based on natural information processes for strategic problem treatment) in the analysis of information interaction, two-dimensional representation of information retrieval services, and design of a self-organizing documentation system. The use of information systems in planning, administration, and management is discussed in the context of case studies. Papers were presented by participants from Australia, Finland, West Germany, Italy, the Netherlands, Switzerland, the United Kingdom, and the United States. (LMM)

ED 237 121 JC 830 443

Hartman, Neal E.
Maximizing the Effectiveness of Reading Tests in the Community College.
Saint Louis Community Coll., Mo.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Community Colleges; Cutting Scores; Educational Counseling; Feedback; *Reading Tests; *Student Placement; *Test Validity; Two Year Colleges

A study was conducted at St. Louis Community College to validate the Nelson-Denny Reading Test (NDRT), Form C, as an instrument for student placement, to empirically establish a cutoff score for a mandatory reading improvement program, and to provide more complete and meaningful feedback to students about their reading test results. The study sample was composed of day students with less than one semester's college credit and with a work plus study load not exceeding 72 hours per week. The initial sample of 500 students tested was reduced to 186 as a result of the imposition of various controls. Results of a three-phase analysis of NDRT scores and course grades included the following: (1) the mean vocabulary, comprehension, and total NDRT scores of the sample fell into the 31st, 32nd, and 28th percentiles, respectively, according to national norms; (2) the mean grade of the sample, adjusted for withdrawals, was 2.130; (3) reading skill level accounted for almost one-third of academic achievement variance; (4) 74% of those who scored above 49 on the NDRT passed, 28% who scored above 49 failed, and 29% who scored below 49 passed; and (5) with a 49 on the NDRT as a cutoff, 34% of the incoming students would qualify for reading improvement courses. A final phase of the study involved generating feedback data, including national and local percentiles and a predicted GPA (grade point average), for use in counseling and advisement. (HB)

ED 237 136 JC 830 515

Losak, John
Status of Impacts of the Reforms Which Have Been Initiated at Miami-Dade Community College during the Past Five Years. Research Report No. 83-13.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; Academic Probation; *Academic Standards; Community Colleges; *Educational Change; School Holding Power; Student Attrition; Student Placement; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

The impact of the reforms instituted at Miami-Dade Community College (MDCC) during the past 5 years is examined in this report. After noting the success of the Academic Alert program in providing earlier classroom assessment and feedback to students, the report looks at the influences of the reinstatement of placement testing for first-time-in-college students carrying 9 credits or more, any student who has earned 15 credits or more, or any student enrolled in English or math courses. The following section presents conclusions drawn from a study of the effects of the implementation of Standards of Academic Progress, highlighting: (1) the suspension of more than 12,000 students and the saving of more than $1.5 million in reduced full-time equivalent funding to MDCC; (2) a decline in the suspension rate over the latest four quarters, indicating improved student performance; and (3) a retention/graduation rate for black students equal to or above the rate before the imposition of the standards. Finally, effects of the policy prohibiting the use of developmental/remedial courses for the fulfillment of graduation requirements are outlined. The report concludes by stressing the positive responses of faculty, staff, and students to the more rigorous academic standards instituted at MDCC. (HB)

ED 237 151 JC 830 538

Geering, Adrian D.
The Development and Qualifications of Trainers: The Australian Experience.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Associate Degrees; Foreign Countries; *Job Training; *Labor Force Development; *Training Objectives; Two Year Colleges
IDENTIFIERS- *Australia

Responding to the need for a definition of the role and status of human resources development (HRD) practitioners in Australia, this paper explores the nature of HRD and the educational requirements of HRD trainers. After discussing problems associated with the terms "training" and "development," the paper presents three models for defining HRD: (1) the Human Resource Management model of Len Nadler, which identifies human resource activities in the areas of development, utilization, and environment; (2) J. E. Jones' model which incorporates training, organization, development, education, system change, and human systems programs; and (3) a tri-partite model of HRD, organization development, and resource management in which HRD's field of endeavor is much broader than mere training. The next section reviews the literature related to HRD roles and suggests that the HRD practitioner should be a specialist in human relations skills, should be skilled in adult education, and should be able to act as a consultant to supervisors and managers. The development of HRD practitioners is described next, with focus on the professional status of the field in Australia. Finally, the qualifications of HRD practitioners are discussed, and outlines are provided of the Associate Diploma in Training and Development offered by the South Australian College of Advanced Education and of a proposed bachelor's degree program in human resources management. (LAL)

ED 236 766 EA 015 955

Rasmussen, Robert T.
Kids Can't Learn without Books. The Endpaper.
PUB DATE- Oct 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; Educational Quality; Elementary Secondary Education; Expenditures; Influences; Opinion Papers; School Effectiveness; *Scores; Standardized Tests; *Textbooks
IDENTIFIERS- PF Project; *Scholastic Aptitude Test; *Test Score Decline

A key factor in the decline of Scholastic Aptitude Test (SAT) scores (a factor that has been overlooked) is the concurrent decline in the availability of textbooks. The simultaneous decline of both SAT scores and textbooks suggests a strong cause-and-effect relationship. A recent study by the Ohio Education Association indicated that there are frequently not enough textbooks (if any) for an entire class and that many of the textbooks were published in the 1950's. If such findings are representative of the nation, it is clear that students are being shortchanged. Very little money is currently being spent on textbook purchases; however, supplying students with adequate textbooks would seem to be a cost-efficient way to help them improve their test scores. (DC)

ED 236 827 EC 160 845

Hayden, David L.
Program Evaluation: Resource Manual.
Maryland State Dept. of Education, Baltimore. Office of Special Education.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Disabilities; Educational Trends; Elementary Secondary Education; *Evaluation Methods; *Models; *Program Evaluation; *Special Education
IDENTIFIERS- Maryland

Intended for administrators and evaluators, the manual identifies models useful in evaluating special education programs in Maryland. An introduction to program evaluation, defines the concept of educational program evaluation, notes its purpose, and addresses its current status in the field of special education. Chapter 2 goes into greater depth in examining current trends in program evaluation, reviewing both question-oriented studies (including accountability studies and management information systems) and values-oriented studies (such as policy and consumer-oriented studies). Four comtemporary evaluation models (the Context, Input, Process, Product Model; the Discrepancy Model; the Center for Evaluation Model; and the Countenance Model) are reviewed. Chapter 4 presents a model for special education program evaluation which has four stages: (1) input evaluation of the written program plan, (2) evaluation processes in program implementation, (3) evaluation of products, and (4) analysis of program costs. The final chapter provides guidelines for developing a product evaluation design according to nine steps, from defining the evaluation's goals and objectives to developing the evaluation report. (CL)

ED 236 844 EC 160 862

Fuchs, Lynn S.; And Others

The Effect of Alternative Data-Utilization Rules on Spelling Achievement: An N of 1 Study.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- IRLD-RR-120
PUB DATE- Jun 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Formative Evaluation; *Learning Disabilities; *Spelling; Student Educational Objectives

The effects of two data-utilization rules on spelling achievement were compared for an 11-year-old boy who had been diagnosed as learning disabled (LD). During instructional sessions, the boy was taught and measured on sets of difficult spelling words. Graphed data were analyzed using a concurrent schedule design whereby equivalent behaviors are treated simultaneously with different approaches to determine relative treatment effects. One treatment approach involved the following data-utilization rule: if the student's performance fell below the expected level on 3 consecutive days, the teacher made changes in the student's program. In the second treatment, the teacher made changes in the student's program every 5 to 10 days. Results indicated that, in the second data-utilization condition, the student's trend lines over a 6-week treatment period were superior to trend lines in the first data-utilization condition. (Author/CL)

ED 236 877 EC 160 898

Miles, M.

Deafness in Rural Asia.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Attitude Change; *Deafness; *Foreign Countries; *Incidence; *Intervention; Organizations (Groups); *Prevention; *Rural Areas
IDENTIFIERS- *Asia

The status of services for deaf people in rural Asia is examined. The lack of prevalence statistics is noted as is the concomitant problem of parents, families, and impaired individuals concealing the impairment. Attempted solutions according to the western model are seen to include prevention, early detection and intervention, specialized education and steps to encourage the integration of hearing impaired people into the community's normal life. Political opposition to prevention is cited and the unavailability of intervention services is seen as a major obstacle. Possible improvements are considered in three areas: promoting accurate information and positive attitudes on rehabilitation, encouraging parents and advocates to band together in associations for increased influence, and producing appropriate technology for inexpensive, desirable, and easily maintained hearing aids. (CL)

ED 236 926 FL 014 081

Tomarken, Annette H.

Miami University's Language Courses in Luxembourg.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Drills (Practice); French; German; Higher Education; *Second Language Programs; *Study Abroad; Teaching Methods
IDENTIFIERS- *Dartmouth Rassias Method; Luxembourg

Miami University of Ohio's language program in Luxembourg is described and evaluated. The university's European Center is located in Luxembourg and functions in close cooperation with the parent university. Native Luxembourgers teach the French and German classes with a heavy emphasis on drills using the traditional Dartmouth approach. The Dartmouth approach is preferred because it consistently evokes active responses from the students. In addition, the Dartmouth approach provides a link between classroom experience and outside communication. The major difficulties associated with the Dartmouth approach include extra hours involved in training drill instructors and finding appropriate textbooks. It is concluded that the Dartmouth approach has encouraged students to continue in second language programs. It has helped the exchange students at the European Center profit from the experience of studying abroad. In addition, the opportunity to have contact with peers from another culture has been of great value. (RW)

ED 236 961 HE 016 307

Moore, Bill

Conference Report: Meeting Needs of Off-Campus Students.
PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTIONS- College Students; *Commuting Students; *Conferences; Guidelines; Housing Needs; Models; Postsecondary Education; Program Descriptions; Publicity; School Community Relationship; *Student Needs; Student Personnel Services
IDENTIFIERS- PF Project

Ways in which colleges and universities can address the needs of off-campus students are presented in this report of a regional conference. The report is offered as a model for similar conferences. Following a brief description of the conference format, ideas are suggested for: (1) building and maintaining community liaisons and resources; (2) adapting traditional student services to the needs of off-campus students; (3) helping students find suitable and affordable housing; and (4) reaching off-campus students with publicity and information. (DC)

ED 237 122 JC 830 482

Celebrating Teaching Excellence. Proceedings of the National Conference on Teaching Excellence and Conference of Presidents. (Austin, Texas, May 24-27, 1983).

Texas Univ., Austin. National Inst. for Staff and Organizational Development.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Academic Achievement; Academic Standards; College Faculty; *Community Colleges; *Educational Innovation; *Educational Quality; Education Work Relationship; Teacher Administrator Relationship; *Teacher Effectiveness; Two Year Colleges

Texts of keynote addresses and abstracts of the presentations at the 1983 National Conference on Teaching Excellence are provided in this proceedings. Introductory material, by Suanne Roueche, indicates that the main purpose of the conference was to showcase master teachers and their teaching innovations and details conference activities. Next, H. Ross Perot's presentation, "Education and the World of Work," discusses educational priorities and their role in a changing economic environment. Morris Keeton then presents "Three Hypotheses on Good Teaching," which emphasizes learner autonomy, clear goals, and flexible working arrangements; exposure, interaction, and diversity; and experience, stimulation, and abstraction. In "Getting Ready for Excellence in Education," Judith Eaton underscores the importance of community colleges emphasizing quality as well as access, and provides an agenda for attaining excellence. Next, "Seeking the Ideal: Voices of Excellence," by George A. Baker, presents conclusions drawn from studies of the outstanding characteristics of educational organizations recognized for their excellence. John Roueche's presentation, "Excellence for Students," highlights the importance of high expectations of, and demands on, students to ensure academic performance. Next, the report of the Advisory Committee of the 1983 Conference considers curriculum revisions, student diversity, the teaching workplace, and teaching strategies. Finally, abstracts of conference presentations focusing on teaching innovations or collaborative efforts between faculty and administrators are provided. (HB)

ED 237 137 JC 830 517

Wallhaus, Penny; Lach, Ivan J.
Handbook for Conducting a Study of the Economic Impact of a Community College. (1981 Revised Edition).
Illinois Community Coll. Board, Springfield.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Benefits; Community Colleges; *Economic Research; Institutional Research; Models; *Research Methodology; School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Economic Impact Studies

Designed for use by community college personnel, this handbook provides information necessary to conduct a study of the impact of a community college on the business volume and other economic aspects of the community. Section I explains models for assessing the following seven types of economic impact: (1) college-related local business volume; (2) value of local business property committed to college-related business; (3) expansion of local banks' credit base; (4) college-related revenues received by local governments; (5) operating costs of government-provided services applicable to college-related influences; (6) number of local jobs attributable to the presence of the college; and (7) personal income of local individuals from college-related jobs and business activities. Directions and questionnaires for surveying college staff and students are provided in section II. Section III lists information needed to complete an economic impact study, and section IV presents a process to calculate economic impact in seven areas. Finally, summary information is provided related to the concept of the multiplier, along with data on the percentage of each county's population enrolled in each community college district, and selected references. (Author/LAL)

ED 237 152 JC 830 540

Brawer, Florence B.
Comparing Humanities Instructors.
PUB DATE- 21 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age; *College Faculty; *College Instruction; *Community Colleges; *Educational Trends; Ethnicity; Females; Grading; *Humanities Instruction; Instructional Improvement; Males; National Surveys; *Teacher Characteristics; Teaching Experience; *Teaching Methods; Two Year Colleges

A nationwide survey was conducted of humanities and liberal arts instructors in spring 1983 to obtain information on instructors' age, ethnicity, degrees held, teaching experience, professional activities, goals, full-/part-time status, institutional support, and emphasis on various classroom activities. A comparison of survey results with findings from similar studies conducted in 1975, 1977, and 1978 revealed: (1) full-/part-time ratios had remained steady; (2) 49% of the faculty in 1975 and 36% in 1983 were less than 41 years of age; (3) 48% of the 1975 group and 60% of the 1983 group had taught 11 or more years; (4) gender ratios had remained constant, with males representing 67% of the samples in both 1975 and 1983; (5) minority group representation had increased slightly; (6) 16% of the 1975 respondents and 23% of the 1983 group held doctorates; (7) the 1983 sample seemed to be more professionally oriented; (8) 53% in 1983 and 41% in 1975 indicated that they would like to continue in their current position; (9) the 1983 group had slightly less clerical and paraprofessional support available to them; and (10) the 1983 respondents showed slight increase over the 1977 group in their use of papers, quick score objective tests, essay exams, field reports, oral recitations, workbooks and class attendance for grade determination. (LAL)

ED 236 734 CS 504 432

Ediger, Marlow
Speaking Activities and the Pupil.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Classroom Techniques; Elementary Education; *Language Arts; *Learning Activities; *Oral Language; Speech Communication; Speech Curriculum; *Speech Instruction; *Speech Skills; Teacher Role; Teaching Methods

The ability to communicate content effectively to others is important. Besides using various approaches and techniques to help pupils achieve optimum speaking fluency, language arts teachers must also determine students' present oral communication achievement levels and guide their progress accordingly. Approaches to teaching oral fluency include classroom use of (1) puppets, (2) dramatizations, (3) conversation, (4) discussion, (5) interviews, (6) social introductions, (7) oral reports, (8) oral reading, and (9) direction-giving. (Oral communication objectives and questions concerning the oral communication curriculum are included.) (HTH)

ED 236 750 CS 504 459

Matlon, Ronald J., Ed.; Crawford, Richard J., Ed.
Communication Strategies in the Practice of Lawyering. Proceedings of the 1983 Summer Conference on Communication Strategies in the Practice of Lawyering (Oracle, AZ, June 24-27, 1983).
Speech Communication Association, Annandale, Va.

PUB DATE- 83
AVAILABLE FROM- Speech Communication Association, 5105 Backlick Rd., Suite E, Annandale, VA 22003 ($15.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavioral Sciences; Communication Research; *Communication Skills; Interdisciplinary Approach; Interviews; Language Skills, *Language Usage; *Lawyers; *Persuasive Discourse; Research Methodology; Research Needs; Theories
IDENTIFIERS- *Communication Strategies; Cross Examination; Juries

Drawn from a conference intended as a step toward reuniting the disciplines of behavioral sciences and law, the items in this compilation were prepared by practitioners and educators in the areas of law, communication, social psychology, and sociology. The items are arranged in five sections according to these topics: interviewing and counseling, negotiating and bargaining, jury selection and jury behavior, direct and cross examination, and opening statements and closing arguments. Each section contains (1) a review of pertinent research, (2) discussions of legal strategies and research needs from the perspectives of the different disciplines, and (3) responses to the discussions. The compilation also contains the text of the keynote address presented by lawyer Percy Foreman and the concluding remarks offered by Gerald R. Miller, professor of communication. (FL)

ED 236 781 EA 016 167

Financing Schooling in Alberta: Report of the Minister's Task Force on School Finance, 1982.

Alberta Dept. of Education, Edmonton.

PUB DATE- Dec 82
AVAILABLE FROM- Publications, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2 Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Access to Education; Boards of Education; Categorical Aid; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; *Evaluation; *Grants; School Support; Special Education; Special Programs; *State Aid; Tax Allocation
IDENTIFIERS- *Alberta

Reporting on school financing in Alberta, the 1982 Task Force presents its conclusions and recommendations. These are based on the evaluation of finance plans in terms of the following stated principles: educational equality and financial equity, educational program and school finance, leadership, diversity of revenue sources, and local control. The Task Force, concerned with the issues of adequacy of funding and reducing the complexity of funding programs, concluded that there is a need for local access to a broader financial resource base and that the province should set a goal to improve four grant areas: small school assistance grant, small school jurisdiction grant, declining enrollment grant, and supplementary requisition equalization grant. The Task Force also found that there is no acceptable definition of "basic education" and suggested an operational definition. It recommended further study of leadership and found no acceptable tax source for new revenue raising for school boards. The Task Force concluded that provincial controls on school board supplementary requisitions are inappropriate and recommended changes to simplify grant formulas while specifying that the grant purposes should still be fulfilled. The report includes a selected bibliography and three appendixes. (MD)

ED 236 797 EA 016 186

Corbett, H. Dickson
Diffusing Curriculum Changes within a School: Strategies and Structure.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Agents; *Change Strategies; *Curriculum Development; *Educational Change; Educational Development; Elementary Secondary Education; *Interschool Communication; School Effectiveness; Tables (Data)

Based on data gatered from interviews, observations, and document reviews during a 3-year qualitative examination of curriculum change projects in 14 elementary, junior, and senior high schools, this paper argues that the spread of new classroom practices within a school beyond a core committee of planners is determined by the orgaanizational structure of the school's four types of subunits, which are defined by the nature of the linkages they exhibit: "the social club" (characterized by congeniality, horizontal linkages, and much informal interaction among teachers about instructional matters); "the professional group" (horizontally linked but more formal in its adherence to written guidelines); "the administrator's delight" (vertically linked and willing to follow an administrator's directives); and "the egg crate" (loosely linked both horizontally and vertically and involving teachers who work in isolation, rarely discussing instruction). The paper first defines the concepts of organizational linkages, change implementation, and field agent strategies. Next, research procedures and background information are provided. Finally, the paper describes how different change strategies were appropriate or inappropriate in each subunit. Two tables provide data on the schools involved in the study and the quantity of implementation in the planning groups and in the schools as a whole. (PB)

ED 236 861 EC 160 882

Enell, Nancy C.; Barrick, Stanley W.
An Examination of the Relative Efficiency and Usefulness of Computer-Assisted Individualized Education Programs.
San Juan Unified School District, Carmichael, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Aug 83
GRANT- 34-3651-67447-01-82
AVAILABLE FROM- San Juan Unified School District, Attention: Dr. Nancy C. Enell, Research and Evaluation Department, P.O. Box 477, Carmichael, CA 95608 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Computer Managed Instruction; Computer Programs; *Computers; *Cost Effectiveness; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Teacher Attitudes

A five-phase study was conducted to evaluate all major computer systems used in writing IEPs (individualized education programs) in California. A "manual" sample composed of four Special Education Local Planning Agencies (SELPAs) that did not use computers was surveyed and responses compared with SELPAs that did use computers. An analysis of computer programs available nationally was also made. (Descriptions are appended.) Among findings were that costs of an IEP varied from $35 to $720 depending on the number of professionals involved; that IEP manual paperwork and documentation were considered useful by parents, teachers, and administrators (with teachers having a more positive attitude than in an earlier study); that 30 systems were identified nationally as producing all or part of an IEP; that computers have helped make the paperwork process more useful for daily instruction; that parents, teachers, and administrators reported satisfaction with computerized IEPs; that dollar and time savings were reported for annual review meetings using computer assisted IEPs; and that computer programs for IEPs were available for $99.00 to $9,995.00. Recommendations were made to administrators of SELPAs as well as to the California State Department of Education. A five-page executive summary precedes the report. Appendixes, which comprise more than one-half of the report, include sample interview questionnaires and manual IEP forms. (CL)

ED 236 892 EC 165 115

A Calendar of Activities for Parents of Handicapped Students, 1983-1984. Developmentally Young.

District of Columbia Public Schools, Washington, DC. Div. of Special Education and Pupil Personnel Services.

SPONS. AGENCY- Mid-Atlantic Regional Resource Center, Washington, DC.
PUB DATE- 83
CONTRACT- 300-80-0718
AVAILABLE FROM- District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services, 415 12th St., N.W., Washington, DC 20004 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Basic Skills; Cognitive Development; *Disabilities; *Family Involvement; Individual Development; *Learning Activities; Motor Development; Nonformal Education; Parent Child Relationship; Parent Materials; *Parent Participation; Parent School Relationship; Preschool Education; Sensory Experience; Skill Development; Supplementary Education
IDENTIFIERS- *District of Columbia Public Schools; Informal Education; PF Project

These activities for handicapped preschool children in the Washington, D.C. school district can be used by all parents interested in developing a structured home development program for their children. A calendar format offers daily activities ranging from brief discussions and exercises to day-long family excursions. Each month's activities cover a wide range of skills and learning objectives, including the following: motor skill development; learning the alphabet, numbers, and days; identifying objects, shapes, colors, and foods; and learning personal identifications such as phone number, address, and names of family members. A checklist for recording parent and child activities and a list of things to do in Washington supplement this guide. (LP)

ED 236 909 FL 013 947

Offenberg, Robert M.; And Others

Project PACT: Parents and Children Together. Evaluations of the Third and Fourth Year, 1979-1980 and 1980-1981.

Philadelphia School District, Pa. Office of Research and Evaluation.

SPONS. AGENCY- Department of Education, Washington, D.C.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Adult Education; Attendance; *Bilingual Education Programs; Elementary Education; English; High School Equivalency Programs; Hispanic Americans; Language Proficiency; *Parent Participation; Program Effectiveness; *Program Evaluation; Reading Skills; Spanish

The third and fourth years of Project PACT (Parents and Children Together) were evaluated. The program was designed to involve Hispanic parents from an impoverished Philadelphia neighborhood in the education of their children in a bilingual school. The project consisted of two major components: a summer program to introduce parents to the school curriculum, and a school year program serving parents and other community members. Pupil performance on standardized tests, pupil attendance, and interviews with parents were used to assess the effects of parent participation in the program. Parent participation in the summer program was associated with significant pupil improvements in reading skills, language arts, and attendance. Parents reported that they had learned ways to assist their children with reading and mathematics school work. The school year program in language arts and high school equivalency was well attended, and 35 participants earned diplomas. It was concluded that Project PACT has had a measurable effect on pupil Spanish and English reading skills, assisted Hispanic parents in helping their children with school work, and enhanced the educational attainment of adults in the community. (RW)

ED 236 944 FL 014 110

Duran, Richard P.; Enright, Mary
Reading Comprehension Proficiency, Cognitive Processing Mechanisms, and Deductive Reasoning in Bilinguals. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
GRANT- NIE-G-80-0157
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingualism; *Cognitive Processes; Cognitive Tests; College Students; *Deduction; Higher Education; Language Proficiency; Mexican Americans; Problem Solving; *Reading Comprehension

The performance of 57 Mexican American bilingual college students on Spanish and English versions of problem solving tasks was investigated. The tasks included word recognition, sentence verification, reading span, syllogisms, and reasoning. The results indicated that the subjects used similar cognitive skills in performing both the Spanish and English language tasks. Although the subjects' reading and language proficiency was higher in English, they performed similarly in both languages. Their responses were as accurate in Spanish as in English, but slightly slower. It was concluded that bilingual students from strong educational backgrounds are effective in transferring cognitive skills from one language to another. The cognitive tasks are appended. (Author/RW)

ED 236 977 HE 016 667

Keller, George
Academic Strategy. The Management Revolution in American Higher Education.
SPONS. AGENCY- American Association for Higher Education, Washington, D.C.
REPORT NO.- ISBN-0-8018-3029-X
PUB DATE- 83
AVAILABLE FROM- The Johns Hopkins University Press, Baltimore, MD 21218 ($18.50 hardcover, $8.95 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Role; Administrators; Case Studies; *Change Strategies; *College Administration; College Faculty; *College Planning; College Presidents; College Role; Educational Change; Futures (of Society); *Higher Education; Leadership; Organizational Change
IDENTIFIERS- *Strategic Planning

American higher education has traditionally refused to adopt modern management and planning techniques. However, now that colleges are facing a new era of declining enrollments, inflated costs, and shifting academic priorities, there is considerable self-reflection. This book details the nature and dimensions of education's dramatic reversal and the reasons behind it. The new role of strategic planning and its effect on professors, trustees, and college presidents is examined. Based on the author's visits to campuses across the United States, as well as on interviews with leading educators and planners, the book delineates the special requirements of academic management and is applicable for all organizations faced with change. Specific topics covered include the leadership crisis, curricular and technology changes, and the outlook for the future. Case histories are cited throughout. (LB)

ED 236 991 HE 016 762

Hill, Susan T.
Participation of Black Students in Higher Education: A Statistical Profile from 1970-71 to 1980-81. Special Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-83-327
PUB DATE- Oct 83
AVAILABLE FROM- National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; Black Colleges; *Black Students; *College Attendance; College Students; Comparative Analysis; *Degrees (Academic); *Enrollment Trends; Graduate Study; Higher Education; Majors (Students); Population Trends; Public Policy; School Location; Undergraduate Study; White Students

Information on the participation of black students in higher education during the 1970s is presented, with additional considerations discussed: demographic changes among black youth in the 1970s, trends in majors and degree completion, enrollment by type of institution, and school location. Findings for the early 1970s include the following: the large increase in black college enrollment coincided with the expansion in both federal legislation and policies aimed at reducing barriers for minorities and low-income students; by 1975, the percent of black high school graduates who enrolled in college was the same as that for whites (although the high school graduation rates were still lower for blacks than for whites); and the increase in black college enrollment took place at the undergraduate level. Among the findings for the last half of the 1970s are: the number of blacks who enrolled in college remained about the same, despite an almost 20 percent increase in the number of blacks eligible for college; and the number and proportion of degrees awarded to blacks remained about the same at the bachelor's, doctor's, and first-professional level, while there were substantial declines at the master's level. Information on the sources of the data is appended. (SW)

ED 237 005 HE 016 781

Grabowski, Stanley M.

Administrative Responsibility for Faculty Development.

AAUA-ERIC/Higher Education Administrator's Update, Fall 1983.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0011
AVAILABLE FROM- American Association of University Administrators, 1133 Fifteenth Street, N.W., Washington, DC 20005 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- *Administrator Responsibility; *College Faculty; Consultation Programs; *Faculty College Relationship; *Faculty Development; Faculty Promotion; Higher Education; *Instructional Improvement; Professional Recognition; Program Development; Teacher Administrator Relationship; *Teacher Effectiveness; Teaching Conditions

The rationale for and obstacles to faculty development are considered, and recommendations for administrators to follow in initiating and implementing programs are offered. Faculty development is needed for at least three important reasons: knowing a subject does not mean an individual can effectively teach it; faculty need to learn how to teach and counsel adult students; and low enrollment and retrenchments result in heavily tenured faculty with few if any new faculty members added. Traditional faculty development has involved instructional development, personal development, and organizational development. Popular current approaches to faculty development include faculty growth contracts, instructional improvement centers focusing on human rather than material resources, and the auditor-consultant program. The following recommendations to administrators who are responsible for faculty development are considered: involving the faculty in planning the program, attaining administrators' support, making the program comprehensive, and establishing a reward system. A comprehensive faculty development program will offer faculty

opportunities to improve as teachers, to develop a supportive environment, and to develop personal values as a professional. A bibliography is appended. (SW)

ED 237 019 HE 016 797

Mitchem, Arnold L.
Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).

PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Admission Criteria; *College Admission; College Curriculum; *College Preparation; College School Cooperation; *Educationally Disadvantaged; *Educational Quality; *High Risk Students; Postsecondary Education; Secondary Education; *Secondary School Curriculum; Student Motivation
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

The problems of underprepared high school graduates and college admissions standards are addressed in a historical context by a Marquette University administrator. The basic skills of listening, speaking, writing, reading, and reasoning have been identified as critical for college work. There has been a lack of consensus on the role of universal, comprehensive secondary schooling and on the relative importance of college preparation to the high school curriculum. Problems of college preparation have been linked to a broader and more complex set of issues, including secondary school finance, the limited influence of unilateral college admission criteria on the rest of education, and the important role of the university that goes beyond defining or measuring the preconditions for excellence in higher studies. Societal needs for college-trained individuals indicates the need for incorporating college requirements into the high school curriculum. It is suggested that restrictions on college admissions will lessen rather than improve the overall academic quality of public education. Colleges need to emphasize that academic excellence is not a fixed criterion or level of performance but an open-ended continuum of ability and output. The press for excellence will be stifled if college doors are closed. (SW)

ED 237 034 HE 016 812

Weiss, Karl

Education and Work: The Role of Postsecondary Institutions. Statement to the National Commission on Excellence in Education. (Public Hearing, Denver, Colorado, September 16, 1982).

PUB DATE- 16 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Role; College Students; *Cooperative Education; Educational History; *Education Work Relationship; Graduate Study; Hearings; Labor Force Development; Postsecondary Education; *School Business Relationship; *Student Development; Undergraduate Study
IDENTIFIERS- *Excellence; National Commission on Excellence in Education; *Northeastern University MA

The relationship between education and work are addressed by a vice provost of Northeastern University in testimony to the National Commission on Excellence in Education. Attention is directed to the philosophical and social bases of cooperative education, its impact on learning, as well as its strengths and weaknesses. At Northeastern, the cooperative education model involves a 5-year program at the undergraduate level in which the students devote their first year to full-time study on campus. For the remaining 4 years, student participants alternate between academic study and cooperative work assignments on a quarterly basis. The university also operates graduate-level cooperative education programs in several fields. For cooperative education students, advantages include clarification of career goals, student motivation for study and work, and the development of personal maturity. For employers, cooperative education offers a medium for recruitment and retention of employees. Weaknesses include the difficulty in achieving a meaningful relationship between work and study in the arts and humanities areas. (SW)

ED 237 049 HE 016 830

Holahan, Carole K; And Others

Pharmacy Education at U. T. Austin as Reported by Students of the College of Pharmacy, Fall Semester 1982.

Texas Univ., Austin. Measurement and Evaluation Center.
REPORT NO.- RB-83-1
PUB DATE- Jun 83
AVAILABLE FROM- University of Texas, Measurement and Evaluation Center, Austin, TX.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Course Evaluation; Extracurricular Activities; Higher Education; Institutional Research; Multicampus Colleges; *Pharmaceutical Education; Professional Education; Questionnaires; *Student Attitudes; Student Characteristics; *Student College Relationship
IDENTIFIERS- *University of Texas

The attitudes of 186 pharmacy students at the University of Texas, Austin, were surveyed in 1982. Information is provided on student characteristics, including: class level, age, ethnicity, marital status, employment, student status, college background, participation in educational and university organizations, and future plans. Students' ratings of 10 pre-pharmacy courses and 13 pharmacy courses in terms of the degree of preparation provided are examined, along with ratings of 15 aspects of academic life at the university, and 13 College of Pharmacy services. Specific concerns included out-of-class availability of the instructor, teacher attitudes toward students, preparation received for professional practice, admissions and registration procedures, the condition of the pharmacy classroom and facilities, the academic advising system, and college-sponsored social and recreational activities. Results of a second questionnaire that was administered to students in their fifth and sixth professional semesters are also covered, as are results of a third questionnaire that was administered to sixth-semester students. It is noted that many of the fifth- and sixth-semester students attend other campuses, including San Antonio and Galveston. The three questionnaires and extensive statistical tables of study findings are included. (SW)

ED 237 063 IR 010 887

The University of the Air Foundation--The Aim of the Establishment of the University and Its Programme. NIER Occasional Paper 04/82.

National Inst. for Educational Research, Tokyo (Japan).

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Translations (170)
DESCRIPTIONS- Administration; *Distance Education; *Educational Radio; Educational Television; Foreign Countries; Higher Education; Legislation; *Lifelong Learning; Objectives; *Open Universities; Program Descriptions; Programing (Broadcast); Scheduling
IDENTIFIERS- *Japan; University of the Air (Japan)

This paper presents an outline of the University of the Air, a new Japanese educational institution which (1) makes use of a combination of radio, television, and study centers for university-level education; (2) is aimed at upper secondary school graduates and the general public interested in pursuing higher education; (3) will constitute a nucleus of the lifelong education system; and (4) is scheduled to begin offering courses in 1985. A description of the university covers its historical background, development, structure, courses, and planned enrollments. An outline is also provided of the University of the Air Foundation, which serves as the administrative body of the university. Additional documentation includes the Law for the University of the Air Foundation and a list of subjects to be offered by the university, which will provide a wider choice of subjects than is possible in the traditional academic system, including fundamental and basic subjects, foreign languages, health and physical education, specialized subjects, and interdisciplinary subjects. (LMM)

Sisson, Lee Hansen; And Others
Evaluating Children's Learning Disabilities with an Apple II Personal Computer or Tempting Poor Learners with an Apple.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Classification; *Computer Assisted Instruction; *Computer Programs; *Educational Diagnosis; Elementary Education; *Instructional Materials; *Learning Disabilities; Learning Processes; Models

This paper describes the use of commercially-available software for the Apple Computer to augment diagnostic evaluations of learning disabled children and to enhance "learning to learn" strategies at the application/transfer level of learning. A short rationale discusses levels of evaluation and learning, using a model that synthesizes the ideas of Robert Gagne, Benjamin Bloom, Hilda Taba, and J. R. Gifford. Two case studies of children with learning disabilities describe a 7-year-old girl and an 11-year-old boy who were evaluated through computer programs to assess their learning difficulties and who were provided with learning experiences through computer assisted instruction. A listing of 59 educational software programs includes approximate price, producer/distributor with address, grade level(s), and brief comments for each. (LMM)

ED 237 093 IR 050 512

Pollard, Richard
Videotex in Libraries: An Assessment of the British Experience and Directions for the Future.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Attitudes; *Demonstration Programs; Foreign Countries; Indexing; Information Dissemination; Information Networks; *Library Services; Media Research; *Public Libraries; Use Studies; *Videotex
IDENTIFIERS- Electronic Mail; Interactive Systems; *Prestel; United Kingdom

Prestel is an interactive videotex system which has been available to the public in the United Kingdom since the late 1970's. Recent research funded by the British Library Research and Development Department provided public libraries with access to Prestel and monitored their reactions to the services. Aims of the trial were to promote Prestel by means of demonstrations and individual use and to assess Prestel as a reference tool. Results include the findings that, in most cases, librarians were involved as intermediaries in system use, and that the most frequently requested items were from the areas of business and economics, travel, employment, current affairs, weather, and consumer information, with business and ecomonics the most popular. While the system was useful for answering reference inquiries in certain specific areas, its overall performance was marred by poor indexing and lack of depth in the available information. It is expected, however, that the increasing use of private videotex systems and electronic mail and the availability of gateways will open up exciting new possibilities in the future for libraries to broaden their range of videotex-related activities. Two references are listed. (Author/LMM)

ED 237 107 IR 050 528

Foster, Constance L.
The Shattered Stereotype: The Academic Library in Technological Transition.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Libraries; Computer Oriented Programs; Futures (of Society); Information Dissemination; *Library Administration; Library Automation; Library Networks; Library Personnel; Library Role; *Library Services; *Library Technical Processes; *Online Systems; State of the Art Reviews; *Technological Advancement
IDENTIFIERS- Library Users

In academic libraries, neither technical services, public services, nor administration has escaped the impact of online information systems. Online catalogs, network systems, interlibrary lending, database searches, circulation control, automated technical processes, and an increasing number of non-book materials are part of a technological transition that will transform libraries into dynamic information centers. Library directors will still face pressures of accountability and new decisions for the most efficient use of computers within existing and new library operations. Budgets must include line items for retraining librarians. The issue of fees for services in database searching and interlibrary loan is critical, and assessment of the best methods for teaching patrons how to take advantage of this explosion of information means increased commitment of library resources and personnel. The library profession will assume a new identity as it incorporates the theories and practices of information science into graduate programs and existing libraries. Despite the applications of computer technology to library functions, however, what still remains is users, staff, and materials, the triad of past, present, and future

ED 236 767 EA 015 956

This Contest Can Give Recognition to Record-Breaking Kids. Front Lines.
National School Boards Association, Washington, D.C.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Athletics; *Competition; Program Descriptions; *Recognition (Achievement); Secondary Education
IDENTIFIERS- *Contests. PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Your local high school students might never get to see their names up in lights. But with talent, luck, and determination, they might get to see their names in print--as winners in the World Almanac's high school records contest. As a way to recognize and reward teenage achievements (and undoubtedly to sell books), The World Almanac launched its first call for high school records in 1982; the winners were described in the 1983 edition. The record-setting competition is open to all junior high and high school students in the U.S.

Students may submit achievements in three categories: academics, sports, and miscellaneous; under each heading, entries may be submitted as a group achievement or an individual achievement. The almanac's third contest now is under way, and the winners will be listed in the 1985 edition. The competition still is in its early stages, and "creativity," promoters say, "is encouraged. The range of entries is limited only by the imagination of the students." The current edition of the almanac includes entries for memorizing the greatest number of Beatles' songs and eating the most doughnuts in a 15-minute period. Junior high school students in Julesburg, Colo., assembled a 1,135-foot paper chain; Danielle Strieter of Alexandria, Va., had an undefeated tennis record during her freshman, sophomore and junior years at Groveton High School. Gary Beltowski of Rockville, Md., became one of the winners in the miscellaneous category by achieving a total score of 3,179,020 in Pac-Man. (Commented World Almanac editor Hana Lane: "Years from now, a Pac-Man contest will seem as silly to future generations as goldfish-eating competitions appear ridiculous to the youth of today. The records will, however, provide a social statement about our lives and the trends of the day.") As a school executive, you probably are more interested in having your students achieve in the academic category than in the Pac-Man point tally, but maybe each has its place. As the school year gets started, this might be the time to suggest students start working toward a new record-breaking entry in the number of aluminum cans collected for recycling--or some other record involving community service. If they go about it with determination, they can be double winners, with the satisfaction of a job well done and a pat on the back from The World Almanac. For information on submitting and verifying entries, write: Records, The World Almanac, 200 Park Ave., New York 10166. Advertisements to help publicize the contest also are available. (Author)

ED 236 812 EC 160 811

Training and Model Exchange Project, 1982-1983.
Council of Administrators of Special Education, Inc.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 83
GRANT- G008200412
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Demonstration Programs; *Disabilities; *Educational Technology; Emotional Disturbances; Program Descriptions; *Program Evaluation; *Vocational Education

This booklet presents summary information on 44 programs in Massachusetts, New York, and Pennsylvania nominated as demonstrating unique or exemplary practices in special education. Citations include program name, brief description, information on the target population, process for evaluation or analysis and renewal, adoption requirements, funding requirements, materials available, and the name and address of a contact person for further information about the program or practice. Citations are organized into the following topics (sample project areas in parentheses): technology (using microcomputers for student records and individualized education programs); secondary and/or vocational education (regional vocational assessment centers, alternative education programs); socially and emotionally disabled (collaborative projects and a psychotherapeutic program); low incidence (bilingual retarded students, severely handicapped students, and autistic students); and program evaluation (internal program audit and management tools for

program evaluation). (CL)

ED 236 878 EC 160 899

Bright, B.; Cansler, D. P.
Kentucky's Individualized Kindergartens: A State Network Design for Early Intervention.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Handicap Identification; *High Risk Persons; Individualized Education Programs; *Intervention; *Kindergarten; Primary Education; Program Effectiveness; *State Programs
IDENTIFIERS- *Kentucky Individualized Kindergartens

The KIK (Kentucky Individualized Kindergartens) project, a collaborative project between Kentucky's Department of Education and the Chapel Hill (NC) Training-Outreach project, is designed to serve high risk children. KIK provides early identification of high risk kindergarteners, development of individualized education programs, and implementation of involvement of families. KIK has grown from its beginnings in 1978 to the curent 24 sites maintained in geographically depressed areas of the state. Staff development activities include summer institutes, on-site visits, workshops, and conferences. Program evaluation data illustrating impact through subsequent placement in regular classes for the majority of project participants are appended. (CL)

Moore, Bill
Housing Trends and Higher Education.
PUB DATE- Jan 81
AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Building Conversion; *College Housing; College Role; College Students; Economic Factors; Higher Education; *Housing Deficiencies; Housing Industry; Literature Reviews; *Off Campus Facilities; School Community Relationship; Trend Analysis
IDENTIFIERS- PF Project; *Rental Property

Housing has become a major problem for college students. The reticence of college administrators to build new housing facilities in light of predictions of imminent enrollment declines has caused an increasing percentage of students to live off campus. The results of an informal survey of housing problems affecting off-campus students show that the most common problems are soaring rent and shortages of rental units. A major cause of these problems is condominium and cooperative conversions. Landlords see conversions as desirable since rental units have become economically unfeasible due to rent controls and zoning regulations. Renters perceive landlords as chasing fast high profits. The problem is not likely to improve in the near future, especially in urban areas. If colleges and universities care about their students, their involvement in these issues is critical. They need to serve as an advocate for their students and they need to reexamine their own programs. An important consideration is creating a good relationship between the institution and the community. (DC)

ED 236 735 CS 504 433

Monda, Lori C.
Oral Communication Curriculum.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Communication Skills; Course Content; *Curriculum Guides; Elementary Secondary Education; Learning Activities; Listening Skills; Nonverbal Communication; *Speech Communication; *Speech Instruction; Speech Skills; Teaching Methods

Recognizing the need for systematic teaching material on oral communication, this program offers a six-week oral communication curriculum for students in grades six through nine. Based on the recognition that oral communication is a process influenced by variables such as context (setting, audience, situation, topic, cultural norms) and function (purpose), as well as by the skill level of the communicator, the program presents two lessons for each week. Skills covered include following directions, listening, memorizing, visualizing, speaking clearly, exercising effective questioning and discussion techniques, giving and taking directions, identifying main ideas, interviewing, organizing messages, persuading, role playing, and understanding context. Because students differ in their communication needs and abilities, a variety of techniques is used to teach the skills, including relaxation, brainstorming, explanation, demonstration, practice, discussion, feedback, coaching, and review. (Appendixes include a nonverbal communication observer checklist, a speaking checklist, and a persuasion feedback sheet.) (HOD)

ED 236 828 EC 160 846

Zeller, Richard W.
The Changing Nature of Assessment in Public Schools: Trends.
Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.,
PUB DATE- 82

CONTRACT- 300-80-0720
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Court Litigation; *Disabilities; Economic Factors; *Educational Trends; Elementary Secondary Education; Federal Legislation; Political Influences; Social Influences; *Student Evaluation; Trend Analysis

The paper examines trends in the assessment of children in the public schools. A brief history notes changes in the role of school personnel relative to the assessment process, and considers economic factors (specialization and accountability) influencing the assessment function. Among the social/political factors influencing the assessment function are backlash of parents whose children had been declared ineligible for special education and the outcomes of the civil rights movement. Federal statutes and regulations as well as case law are summarized for their impact on assessment. Among technological and professional influences cited are opposition to misuse of intelligence tests, the resulting expansion of evaluation approaches, and the application of computers to the assessment process. The final section of the report projects the trends in terms of future impact on four areas: regulation, organization, personnel, and methodology. (CL)

ED 236 845 EC 160 863

Skiba, Russell; And Others
The Non-Effect of Process-Product Variables in Resource Classrooms.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-121
PUB DATE- Jun 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Disabilities; Elementary Education; Prediction; Resource Room Programs; Success; *Teaching Methods

To test the efficacy of variables found effective in regular classrooms (in previous process-product research), variables were observed for 126 elementary school children in 17 resource classrooms. Measurement of teacher structure and student achievement was performed. Results indicated that, although most of the variables were used to at least a moderate degree in most classrooms, only the frequency with which students responded correctly consistently predicted performance on reading achievement measures. In contrast to regular settings, in which it has been suggested that a level of success that is too high may decrease student motivation, the study indicated that the higher the rate of correct answers the better the results in terms of achievement. Findings provided a caution in the generalization of process-product research to special education. (Author/CL)

ED 236 927 FL 014 082

Jordan, Mary K.
Developing the Listening Speaking Component in English for Academic Purposes.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Communicative Competence (Languages); *English for Special Purposes; Higher Education; *Intensive Language Courses; *Listening Skills; Second Language Instruction; Second Language Programs; *Speech Skills; Teaching Methods; Technology; Videotape Recordings

The Ohio Program of Intensive English, a version of English for Specific Purposes, is described. The English for Specific Purposes program strives to make international students conscious of cultural differences. Often the students are axious to continue their study

of science and technology and have little interest in language per se. However, these non-native speakers should become acquainted with the American thought process, rhetorical patterns, and manners. On way to accomplish this is to use video segments of professors presenting topics in the specific area of academic interest. Before taped lecturers are viewed, a brief preview of the lecture's format and content is given. The video approach presents technical idioms, intellectual language, and accompanying readings that stimulate the technical interests of the students while teaching listening and speaking skills. Students are encouraged to formulate and express their opinions on the effectiveness of the lectures. (RW)

ED 236 945 FL 014 111

Guthrie, Larry F.
Learning to Use a New Language: Language Functions and Use By First Grade Chinese-Americans. Final Report.
ARC Associates, Inc. Oakland, CA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-81-0120
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Teachers; *Chinese Americans; *Classroom Communication; Grade 1; Grade 2; Language Usage; *Limited English Speaking; Primary Education; Teacher Behavior

The language use and interactions of limited English proficient Chinese American first graders and their two teachers were analyzed. One teacher was bilingual; the other was not. The study consisted of three phases: identification of speech events, recording and analysis of speech acts during teacher-directed lessons, and followup of target students in second grade. The monolingual English teacher was found to differentially treat the students who were less English proficient, using less effective questioning strategies and less clear instructions. The bilingual teacher was consistent and used Chinese during English reading instruction for a variety of carefully chosen purposes. In regard to student language use, it was found that student language varied less when comparing their communication with the two teachers, as English proficiency increased. The students targeted for followup appeared to have no problem making the transition to second grade. (Author/RW)

Jensen, Marvin D.
Studying Intrapersonal Communication through Memoirs and Journals.
PUB DATE- 25 Mar 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Authors; *Autobiographies; Cognitive Processes; Communication (Thought Transfer); Communication Research; *Diaries; Memory; Mythology; *Personal Narratives; *Self Expression; *Writing (Composition)
IDENTIFIERS- *Reflective Writing

One theoretical approach to self-awareness is the study of introspective writing. Among the characteristics of intrapersonal communication that can be explored through memoirs and journals are selective memory and chronology revision. From the reflections of writers like Lillian Hellman, Dag Hammarskjold, and May Sarton comes confirmation that memories are subjectively gleaned, but their honest recording of this selectiveness echoes an important mental process. Recall of the past is not only selective but often out of sequence. Memories surface and provide a context for the present and are in turn reexamined from the perspective of a later time. Selective memory and chronology revision contribute to the development of personal myth, which parallels the role of myth in a culture. This merging of old memories and current aspirations is frequently echoed in reflective writing. Myth is a form of truth, and it draws on the past and future to explain the present. Personal myth is the particular subjective context within which experience is arranged and understood. It merges the real with the ideal, achievement with aspiration. Journals and memoirs are partial records of the facts and myths that define a life. Within each person--sometimes echoed in reflective writing--is the unique ordering of facts that is that person's truth. (HOD)

ED 236 782 EA 016 168

Financing Schooling in Alberta. Summary Report of the Minister's Task Force on School Finance.
Alberta Dept. of Education, Edmonton.
PUB DATE- Dec 82
AVAILABLE FROM- Publications, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2 CANADA.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Categorical Aid; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equalization Aid; Foreign Countries; *Grants; *School Support; Special Education; Special Programs; *State Aid
IDENTIFIERS- *Alberta

In this report the 1982 Alberta Task Force summarizes its conclusions and presents 19 recommendations under 4 priorities. The first priority includes recommendations in the following areas having general impact and/or involving substantial general funding: local shares of costs, assessment distribution, supplementary requisitions, supplementary requisition equalization grant, pupil grant weighting factors, and pupil transportation. The second priority concerns particular program grant recommendations focused on special education, industrial education, work experience and business education costs, small schools and jurisdictions, and declining enrollment. Under the third priority are recommendations on other elements related to school finance: regional education price indexes, teacher inservice, and simplifying grant formulas. Included under the fourth priority are recommendations for further study: distribution of assessment, population density, language immersion, early childhood services support, and local level efficiency. Also included are two appendixes. (MD)

ED 236 893 EC 165 116

A Calendar of Activities for Parents of Handicapped Students,

1983-1984. Early Stimulation.
District of Columbia Public Schools, Washington, DC. Div. of Special Education and Pupil Personnel Services.
SPONS. AGENCY- Mid-Atlantic Regional Resource Center, Washington, DC.
PUB DATE- 83
CONTRACT- 300-80-0718
AVAILABLE FROM- District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services, 415 12th St., N.W., Washington, DC 20004 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Cognitive Development; Communication Skills; *Disabilities; Emotional Development; Individual Development; *Infants, Learning Activities; Motor Development; Nonformal Education; Parent Child Relationship; Parent Materials; *Parent Participation; *Preschool Children; Preschool Education; Sensory Experience; Skill Development; Social Development; Supplementary Education
IDENTIFIERS- *District of Columbia Public Schools; Informal Education; PF Project

Developed by the Washington, D.C. public schools, these activities for handicapped infants and toddlers can be used by all parents interested in establishing a structured home development program for their children. A calendar format outlines daily activities ranging from 10-minute exercises to longer excursions. Each month's activities focus on stimulating development in a particular area, as follows: September, self-help and gross motor skills; October, sensory and cognitive ability; November, perceptual and motor skills; December, gross motor skills; January and February, fine motor skills; March, communication and language; April, language and cognition; May, self-help; June, social and emotional development and language skills; July and August, gross motor skills. A checklist for recording parent and child activities and a list of things to do in Washington supplement this guide. (LP)

ED 236 910　　FL 013 980

Foreign Language Instructional Technology Conference. Proceedings (3rd, Monterey, California, September 21-24, 1982).

Defense Language Inst., Monterey, Calif.; Goethe Inst., San Francisco, CA.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Audiovisual Aids; *Computer Assisted Instruction; Computer Programs; *Educational Technology; Instructional Design; Instructional Innovation; *Second Language Instruction
IDENTIFIERS- *Videodiscs

Twenty-five conference papers are presented along with the conference agenda, two welcoming speeches, and lists of conference speakers and participants. The conference focused on the use of video and computer technology in foreign language instruction. The individual papers address such topics as: (1) video design and methodology for foreign language teaching, (2) a computer-based language instruction system, (3) interactive video, (4) computer-managed instruction, (5) a model for designing instructional systems, (6) multilingual processors, (7) microcomputers in language instruction, (8) video retrieval systems, (9) student-controlled interactive videodiscs, (10) computer games for German language teaching, (11) future technology in voice recognition and word verification, and (12) a user design program for the Apple II computer. (RW)

ED 236 978 HE 016 711

Fenske, Robert H.; And Others
Handbook of Student Financial Aid: Programs, Procedures, and Policies.
REPORT NO.- ISBN-0-87589-571-9
PUB DATE- 83
AVAILABLE FROM- Jossey-Bass, Inc., 433 California Street, Suite 1000, San Francisco, CA 94104 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrative Policy; *Administrator Guides; Budgeting; College Students; Efficiency; Eligibility; Federal Aid; *Financial Aid Applicants; Higher Education; Information Dissemination; Legal Responsibility; Literature Reviews; Models; *Need Analysis (Student Financial Aid); Office Management; Policy Formation; Private Financial Support; Program Evaluation; School Holding Power; State Aid; *Student Financial Aid; Student Financial Aid Officers; Student Recruitment

The full range of topics relevant to student financial aid are covered in this book by a variety of experts in financial aid administration and scholarship. The volume details how to organize, implement and assess a financial aid program--including how to determine student need, deal with student bankruptcy and aid termination, and improve efficiency in the student aid office. Eighteen chapters are divided into four major sections: (1) development, scope, and purposes of student aid; (2) delivering aid to students on campus; (3) ensuring effectiveness in administering aid programs; and (4) importance of aid in meeting student needs and institutional goals. Specific chapters include: "Purposes and Provisions of Federal Programs" (James W. Moore); "State Student Aid Programs" (Arthur S. Marmaduke); "Expanding and Utilizing Private and Institutional Sources of Aid" (Robert P. Huff); "Disseminating Information on Aid and Processing Aid Applications" (Norman E. Beck); "Determining Financial Need" (Joe Paul Case); "Staffing the Aid Office and Improving Professional Expertise" (Donald R. Ryan); "Evaluating and Improving Administration of Aid Programs" (A. Dallas Martin, Jr.); "Using Student Aid in Retention Efforts" (Leonard M. Wenc); "Legal Aspects of Administering Aid Programs" (Bruce M. Richardson); and "Future Directions of Student Aid" (Lawrence E. Gladieux). A selective guide to the literature is also included. (LB)

ED 236 992 HE 016 763

College Entrance Guide for American Students Overseas.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 83
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.50 each, $1.25 each for 50 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Admission Criteria; *College Bound Students; *College Choice; College Environment; Decision Making; *Financial Aid Applicants; Foreign Countries; Foreign Students; Guidelines; Higher Education; Information Sources; Institutional Characteristics; Need Analysis (Student Financial Aid); State Colleges; *Student Financial Aid; *Study Abroad; Two Year Colleges
IDENTIFIERS- *United States Overseas Students

Comprehensive information about types of postsecondary institutions and the entrance process is presented, with special consideration given to the special needs of American students overseas. The guidelines may also be useful to non-Americans educated in overseas schools who seek further study in the United States. Advantages and drawbacks to applying for college from overseas are outlined. Attention is directed to the admission and financial aid application process, choosing a college, and establishing state residence status for low tuition eligibility in public institutions. Characteristics of two- and four-year colleges and levels of academic demands are discussed, along with the way that colleges estimate need and the types of aid, including Pell Grants, loans, and scholarships from noncollege sources. Considerations in choosing the right college and resources for making the decision are addressed, along with meeting the following admission requirements: the application form, school transcripts, references, interviews, and entrance tests. Additional topics include: special financial aid requirements, making a final decision concerning college attendance, campus activities, and adjustment to college. A listing of state agencies, a glossary, and an annotated listing of information sources are included. (SW)

ED 237 020 HE 016 798

Kean, Michael
The Role of Testing in the Process of College Admissions and Student Guidance and Placement. Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).
Educational Testing Service, Evanston, Ill.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Advising; Aptitude Tests; *College Admission; *College Entrance Examinations; Diagnostic Tests; Educational Quality; *Educational Testing; Higher Education; Predictive Measurement; Standardized Tests; *Student Placement; *Test Use
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

The usefulness of tests for college admissions decisions, guidance, and student placement is discussed by a representative of the Educational Testing Service (ETS). Since high school curricula often vary among schools in both content and quality, standardized test scores provide a common measure of applicant performace and indicate a grasp of certain skills, concepts, and knowledge. Test scores combined with other indicators enhance the ability to predict accurately how an applicant is likely to do in a particular institution. Test scores can also be useful to postsecondary institutions' decisions relative to the guidance and placement of students. Guidance profiles can be helpful in identifying students' interests and developing long-range goals. Additionally, test data can help the institution determine what its course offerings should be. ETS is conducting research to identify factors other than academic ability that might influence college admissions decisions. These nonacademic characteristics are personal qualities, some of which are related to different types of success in college. Diagnostic tests, which can be helpful in improving the teaching-learning process, provide information on student progress toward specific learning outcomes. (SW)

ED 237 035 HE 016 813

Schwartz, Donald

Education for a Productive Society. Remarks to the National

Commission on Excellence in Education. (Public Hearing, Denver, Colorado, September 16, 1982).

PUB DATE- 16 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Students; *College Role; Educational Demand; *Education Work Relationship; Hearings; Higher Education; Industry; Institutional Characteristics; Lifelong Learning; *School Business Relationship; *School Community Relationship; Student Characteristics
IDENTIFIERS- *Excellence; National Commission on Excellence in Education; *University of Colorado Colorado Springs

The link between education and work and the situation at the University of Colorado at Colorado Springs are discussed by the university chancellor in testimony to the National Commission on Excellence in Education. Characteristics of this urban, commuter university and its students are described, along with historical changes in the role of the University of Colorado. The university serves both the traditional-aged college student and employed adults, as well as retired persons, homemakers, and military personnel. It is suggested that currently, higher education is urban-centered, meeting local needs, solving regional problems, and providing lifelong educational opportunities. Changing characteristics of the Colorado Springs area are also described, along with the university's efforts to be responsive to community needs. These responses include class scheduling for 6 days a week and offering new degree programs, including computer science, chemistry, physics, and anthropology. There have been increasing demands for engineering and business courses with the growth of electronic and microprocessor companies. While responding to these educational demands, the university continues to emphasize a broad range of liberal arts, science, and professional programs. (SW)

ED 237 050 HE 016 831

Miller, Harry G.; Clark, Elmer J.
Planning and Managing Technology Programs: A Challenge to Higher Education.
PUB DATE- 19 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Access to Education; Accreditation (Institutions); College Planning; College Programs; *College Role; *Economic Development; Educational Opportunities; *Education Work Relationship; Government School Relationship; Higher Education; *Labor Force Development; *School Business Relationship; *Technological Advancement

The increasing links between technology and economic development have implications for higher education. Access to and equality of opportunity are frequently-stated missions of higher education that are perceived to be in the best interest of society's future vitality. As technological advancements increase and higher education attempts to fulfill social and economic needs, colleges and universities are being asked to alter their programmatic objectives and offerings at a pace that does not allow for leisurely adjustment. A central part of higher education's development is the forming of more cooperative and efficient relationships with other educational forms and levels, professional associations, the private sector, and local and state governments. Therefore institutional roles are being delineated to foster coordination and linkages to address societal and cultural concerns more effectively. Accreditation in higher education is confronted with a number of major issues in adjusting to societal demands for closer relationships between occupational needs and higher education. Specialized college degrees reflect the rise of occupations that require formal instruction to meet the needs of a more technologically complex economic structure. (Author/SW)

ED 237 064 IR 010 888

Jones, Nancy Baker, Ed.; Vaughan, Larry, Ed.
Evaluation of Educational Software: A Guide to Guides.
Northeast Regional Exchange, Inc., Chelmsford, MA.; Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 83

CONTRACT- 400-80-0107
GRANT- NIE-G-82-0017
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Check Lists; *Computer Programs; Evaluation Criteria; *Guidelines; *Information Sources; *Instructional Materials; Media Selection; *Models; Publications; Rating Scales
IDENTIFIERS- Software Evaluation; *Software Reviews

This guide suggests processes for making informed software selection, describes several prominent software evaluation models, raises key issues in the software selection process, and provides information on a variety of print and organizational resources. The first section, featuring an article by Henry F. Olds, Jr., "Evaluating the Evaluation Schemes," presents several key principles for educators to consider in software evaluation. The second section contains brief summaries of ten software evaluation models from organizations representing both non-profit, cooperative systems, and private companies: (1) MicroSIFT (Microcomputer Software and Information for Teachers); (2) EPIE (Educational Products Information Exchange) and Consumers Union; (3) "School Microware Reviews"; (4) "Courseware Report Card"; (5) Minnesota Educational Computing Consortium (MECC); (6) SOFTSWAP (San Mateo Educational Resources Center); (7) CONDUIT; (8) National Council of Teachers of Mathematics; (9) Scholastic Book Services; and (10) "Electronic Learning." Several of the summaries describe overall strategies for software evaluation, procedures, criteria, and rating systems. The third section includes sample software reviews that show the results of applying criteria and ratings on various dimensions of educational software. The final section provides several resource lists focusing on various aspects of software availability and evaluation. The listings include books, journal articles, periodicals, directories, and other resources. (LMM)

ED 237 079 IR 010 911

Jones, Nancy
Media Manual (How to Use Media Equipment).

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Audiotape Recorders; *Audiovisual Aids; *Filmstrips; Glossaries; Learning Activities; Material Development; Production Techniques; *Projection Equipment; Slides; Surveys; *Video Equipment
IDENTIFIERS- *Phonographs

Using a workbook format, this guide explains the use of seven types of audiovisual equipment: overhead projector, Bell and Howell 16mm motion picture projector, Dukane filmstrip projector, record player, Kodak slide projector, Wollensak 2552 tape recorder, and JVC videocassette color video system. An introductory section includes (1) a media survey to assess ability to use the audiovisual equipment; (2) an article by Norma M. Harrod, "Use Media? Who Me? I'd Like to But" which lists 50 typically-offered excuses for not using media; and (3) a statement on copyright and audiovisual media by the Association of Media Producers. Separate chapters are then devoted to each of the seven types of equipment. Each chapter includes specific steps in equipment operation and maintenance, suggestions for its use, and ideas for creating materials such as overhead transparencies and slides. A series of worksheets for media students in each section incorporates a variety of applications activities such as problem-solving, sentence completion, vocabulary games and puzzles, and matching. Self-quizzes and tests are provided for each topic. A chart shows the effectiveness of various types of instructional media in relationship to different types of learning, and a 24-page glossary of current audiovisual terms is included. (LMM)

ED 237 094 IR 050 514

Townley, Charles T.; And Others
ODIN. Online Database Information Network: ODIN Policy & Procedure Manual.
Online Database Information Network, Harrisburg, PA.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administration; *Databases; Guidelines; Information Networks; *Interlibrary Loans; Library Automation; Library Cooperation; Library Networks; Library Services; Methods; Objectives; *Online Systems; *Policy Formation
IDENTIFIERS- Library Users; *Online Database Information Network; Pennsylvania

Policies and procedures are outlined for the Online Database Information Network (ODIN), a cooperative of libraries in south-central Pennsylvania, which was organized to improve library services through technology. The first section covers organization and goals, members, and responsibilities of the administrative council and libraries. Patrons served are then defined for public libraries, academic libraries, and the State Library of Pennsylvania. A description of interlibrary loan (ILL) services includes the goal, participating libraries, host destination and responsibilities, referral to OCLC, and procedures. Topics covered for commercial, local, and online databases are costs, rates, financial obligations, responsibilities of searchers (maintenance of effort, scheduling of appointments and interviews, the search, post-search), and signon and signoff. Appendices include a table for computing SOURCE and COMPUSERVE online charges; questions and answers about commercial databases; the ODIN interlibrary loan time schedule; an ODIN directory; an ODIN search request form; a summary of facts about ODIN; ODIN structures for interlibrary loan, the local database, and for accessing commercial databases, new ILL log-in instructions; and an ODIN log sheet. (LMM)

ED 237 138 JC 830 518

Hettler, Charles W.

Partners in Progress: A Marketing Prototype for Community Development.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agency Cooperation; Business; Church Role; *Community Action; *Community Coordination; *Community Development; *Cooperative Programs; Government Role; Public Agencies; Publicity; School Role; Schools; Workshops

The community networking model presented in this report was prepared to aid community members in strenthening and developing the networking process among business, community service agencies, government, churches, arts, recreation, and education. The model is designed to be used in a workshop in which participants are grouped in teams of representatives from business, school, community service agencies, church, and government. The model includes presentations and projects designed to increase the participant's awareness of the business philosophy, the community education concept, and the networking process, as well as work sessions to enable the teams to develop local action plans for cooperation between the various community groups of the area. This report includes: (1) information on the purpose of the community networking model and the concept of networking; (2) workshop materials, including an agenda, forms, goal/activity charts, and sample letters; (3) recommendations for community development for educational institutions, businesses, churches, service organizations, and government; (4) information on promoting the workshop through local newspapers, radio, and other media; (5) suggested proposals for the participants to consider; (6) and "A Marketing Prototype for Community Development: Partners in Progress," by Charles Hettler. (AYC)

ED 237 153 JC 830 541

Hutchins, Sally, Ed.
ACCT Trustee Quarterly; Volume 7, Numbers 1-4, 1982-1983.
Association of Community Coll. Trustees, Annandale, Va.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Policy; *College Administration; College Role; *Community Colleges; Cooperative Programs; Economic Development; *Government School Relationship; *School Business Relationship; *Trustees; Two Year Colleges; Vocational Education

These four issues of "ACCT Trustee Quarterly" contain articles on topics of current concern to community college trustees. Issue 1, a special issue, focuses on community college relations with the state and federal governments, providing articles on the need for a national employment policy, liaison with Congress, restoring local control, the partnership approach to human resource development, balancing government control, the power and politics of educational policy, the impact of two-year colleges on government, and a glossary of terms relating to governmental contract. Issue 2 presents articles on imperatives in postsecondary occupational education, intercollegiate athletics, business and college collaboration, the role of community colleges in economic recovery, the evaluation of the college president, and future delivery systems in workforce development. Articles on vocational education, the educational implications of high technology, the growing role of community colleges, community college leadership in the 1980's, the development of programs to meet student needs, and insuring educational quality in cooperative education are included in Issue 3. Finally, Issue 4 presents articles concerning marketing, affirmative action, the Putting America Back to Work Project, interinstitutional and international cooperation, the role of trustees, private foundations, and Barstow College's response to financial crisis. (LAL)

ED 236 798 EA 016 187

Anderson, Eileen R.
The Changing World of Personnel Management.
PUB DATE- 4 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Employer Employee Relationship; Motivation;
*Participative Decision Making; *Personnel Management; Policy
Formation; *Public Service Occupations; Social Change

Although personnel management in the public sector has become increasingly difficult because of recent social changes, more worker and middle management involvement in decision-making processes can improve all levels of personnel management. The social changes affecting personnel management have assumed three forms: (1) the entrance into the work force of workers who are more aware of and assertive about their civil rights, (2) the rise of public sector unionism, and (3) the reduced fiscal resources available to governments with which to provide public services. To respond to the challenges facing personnel management today, personnel specialists should be elevated to decision-making roles, more opportunities should be provided for employees in public sector unions to participate in decisions related to their work, and greater emphasis must be placed on training management personnel in human and interpersonal relations. (JW)

ED 236 813 EC 160 831

Crystal, Ralph M., Comp.
Learning Disabilities: Implications for Rehabilitation Research, Teaching, and Service. Kentucky Studies in Rehabilitation, Series 1, Monograph 1.
Kentucky Univ., Lexington. Graduate Program in Rehabilitation Counseling.
SPONS. AGENCY- Kentucky Research Foundation, Lexington.
PUB DATE- 82
GRANT- IP82-055
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adults; Educational Needs; Employment; *Learning Disabilities; *Models; Needs Assessment; Postsecondary Education; *Vocational Rehabilitation; Young Adults

The report covers issues in the rehabilitation of persons with learning disabilities (LD). Issues raised in an interdisciplinary conference on the rehabilitation needs of adolescents and adults with LD are identified for four areas (sample subtopics in parentheses): (1) definition, assessment, and service delivery (characteristics of effective assessment techniques, strengths and weaknesses of standardized test batteries with LD populations); (2) psychological and social issues (ways to promote self esteem); (3) educational issues (characteristics of effective programs for adults with LD); and (4) employment (career counseling, vocational planning, ways to combat negative employer attitudes). The second part of the report describes a project to provide rehabilitative services for LD students who have the potential for entering postsecondary programs. The model, developed by the University of Kentucky Graduate Program in Rehabilitation Counseling, will be used for diagnosis, treatment, and rehabilitation, with an emphasis on linking education and vocational planning. Diagnostic services will result in recommendations on postsecondary education, training, and employment opportunities. The information will then be used to develop a sound rehabilitation plan. The model calls for existing resources to be used in a coordinated manner. (CL)

ED 236 862 EC 160 883

Tucker, James A.
Sequential Stages of the Appraisal Process: A Training Module.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 81
GRANT- G00784697
AVAILABLE FROM- National School Psychology Inservice Training Network, Psychology in the School Program, N532 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($72.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Evaluation Methods; Handicap Identification; Interdisciplinary Approach; Intervention; Referral; *School Psychologists; Screening Tests; *Student Evaluation; Teamwork; Workshops

This training module includes a trainer's manual and a participant's manual designed for school psychologists and concerned with the appraisal process for students with suspected handicapping conditions. The instructor's guide presents a script for covering seven major steps in the appraisal process (sample subtopics in parentheses): (1) pre referral phase (defining referral problems, collecting anecdotal data); (2) referral/screening phase (evaluating resources to assist in referral problem solving, designing classroom alternatives for identified problems); (3) pre-assessment phase (developing key assessment questions); (4)comprehensive individual assessment phase (assessing severely/multihandicapped persons, and assessing infants and preschoolers); (5) assessment report phase (integrating data into a comprehensive report); (6) educational planning phase (relating as a team member in the decision making process); and (7) educational intervention phase (understanding the concept of least restrictive environment. Transparency masters, worksheets, and resource guides for each of the seven phases are included. This module is one of three training modules designed for the National School Psychology Inservice Training Network. It is intended to be presented prior to the related modules on "Nonbiased Assessment" and "Non-Test-Based Assessment," as this module integrates and links together the content of the other two modules. (CL)

ED 237 006 HE 016 783

Brown, Peggy, Ed.
Institutional Renewal .
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Nov 83
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Programs; *Computer Assisted Instruction; *Consultation Programs; Core Curriculum; Degree Requirements; Departments; Educational Change; Faculty Evaluation; *General Education; Higher Education; Honors Curriculum; Humanities; *Liberal Arts; Microcomputers; Nontraditional Education; Professional Continuing Education; Program Descriptions; Technical Assistance; Writing Instruction
IDENTIFIERS- Allentown College of Saint Francis de Sales PA; Appalachian State University NC; Augsburg College MN; Bard College NY; College of Mount Saint Vincent NY; College of Saint Catherine MN; Consultation and Advisory Services Project; *Institutional Renewal; Pace University NY; Project Lodestar; University of Michigan Flint; University of Tennessee; University of Wyoming

The theme of this journal issue is "Institutional Renewal." Projects designed to address the issues of the 1980s at 18 colleges are described, and 15 definitions of institutional renewal are presented. Participating colleges were provided expert advice through the Association of American College's (AAC) Project Lodestar (renamed Consultation and Advisory Services Project). The following college projects are described: implementing new general education requirements (University of Michigan-Flint); a 3-week mandatory nonremedial writing program (Bard College); attracting top liberal arts students (Pace University); restructuring college honors (University of Wyoming); making room for nontraditional liberal arts programs (University of Tennessee); evaluating general education

(Allentown College of St. Francis de Sales); creating faculty review procedures (Appalachian State University); making changes (Augsburg College); strengthening the humanities (College of Mount Saint Vincent); planning departmental reviews (College of St. Catherine); new insights on established courses (Davidson College); faculty and microcomputers (Emmanuel College); faculty members as liberal learners (Ithaca College); building a core (Marymount College); liberal arts goals (Mater Dei College); maximizing the faculty and curriculum (Merrimack College); integrating computers and humanities (Seton Hall University); general education for professionals (Widener University). (SW)

ED 237 108 IR 050 530

Griffith, Belver C.; Small, Henry G.
The Structure of the Social and Behavioral Sciences Literature.
Stockholm Papers in Library and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
REPORT NO.- TRITA-LIB-6021
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Behavioral Sciences; *Bibliographic Coupling; *Citations (References); *Cluster Grouping; Indexes; Literature Reviews; Publications; *Social Science Research
IDENTIFIERS- *Co Citation Analysis; Social Sciences Citation Index

A clustering experiment applied co-citation analysis to a cumulation (1972-1974) of the Social Sciences Citation Index (SSCI) tapes in order to outline a citation structure for the social and behavioral sciences. Co-citation analysis is a new technique that establishes a link between two older documents and a crude metric of the strength of that link, by counting the number of times the two documents are jointly cited in new documents. The major finding was that the analysis could cluster documents so that related works appeared together and could display relationships among documents and among clusters of documents which reflect scientific content. In contrast to the natural sciences, the social and behavioral sciences utilized older documents and placed greater emphasis on scholarly monographs, even in those areas most closely related to biological sciences, such as parts of experimental psychology. Generally, published work in the social and behavioral sciences seems to be heavily influenced by exceedingly small groups of researchers, who are represented often by quite old documents and who are not readily displaced by new research. These findings raise questions about the operation and function of the social and behavioral sciences. (LMM)

ED 237 123 JC 830 491

Capps, Jean P.
Mathematics for the Technical Student: The Use of the Computer in the Systems Approach to Instruction.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Community Colleges; *Computer Assisted Instruction; *Flow Charts; Mathematical Concepts; Mathematical Logic; *Mathematics Instruction; Mathematics Materials; *Technical Mathematics; Two Year Colleges

An instructional method using flow-chart symbols to make mathematical abstractions more concrete was implemented for a year in a technical mathematics course. Students received instruction in computer applications and programming in the BASIC language in order to increase motivation and firm the mathematical skills and problem-solving approaches necessary for understanding. The flow-charting technique was used only when appropriate, for example, to teach a new procedure which was presented as an algorithm; to clarify proofs of mathematical rules; to help students solidify concepts; and to analyze English descriptions of quantitative problems. Year-end results included development in students' mathematical abilities and noticeable improvement in their understanding of a variety of topic areas. In addition, the following attitudinal improvements were observed: (1) increased quantity of the work done outside of class; (2) lively class participation; (3) high attendance; (4) use of conference time with instructors; (5) seeking of extra mathematics sessions; (6) decrease in math anxiety; and (7) improved retention of concepts. The appendix includes exercises, flow charts and other matherials used in the course. (LAL)

ED 236 736 CS 504 434

Diez, Mary E.

Negotiation Competence: A Conceptualization of the Constitutive Rules of Negotiation Interaction.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; *Communication (Thought Transfer); Communication Research; *Communication Skills; *Discourse Analysis; *Interaction; *Interaction Process Analysis; Linguistics
IDENTIFIERS- Communications Behavior; *Negotiation Processes

Drawing upon the philosophical and technical frameworks of discourse analysis, this paper suggests the rules governing linguistic choices in constructing negotiation. First, it clarifies the philosophical assumptions underlying different approaches to analysis, specifying a conceptual focus, particularly with regard to the situation and the inference of actor intent in the study of the structure of interaction. Then, using that focus, the paper draws upon previous negotiation research to propose a conceptual definition of negotiation as a type of "situation set" and a related definition of negotiation competence. It explores the areas of discourse work required for negotiating competently, deriving a set of constitutive rules for speech events at either end of a competitive continuum. Finally, it discusses the usefulness of such a rules set and probes its implications for future research. (Author/FL)

ED 236 846 EC 160 864

Tindal, Gerald; And Others
The Effectiveness of Special Education: A Direct Measurement Approach.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-123
PUB DATE- Jun 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; *Disabilities; Elementary Education; *Evaluation Methods; Needs Assessment; *Program Effectiveness; *Program Evaluation; *Special Education

A system-level analysis of the effectiveness of special education was conducted in an educational cooperative comprised of six school districts. In total, 96 students (grades 1-6) were assessed three times during the year on direct, curriculum-based measures of achievement in math, reading, and spelling. Analyses of student performance data were conducted across the entire cooperative for each district, by teacher, and finally by classification, grade, and sex of student. In contrast to previous findings, the data indicated that special education had a positive effect on student achievement and resulted in performance levels closer to those attained by regular education students. The benefits of such a data-based assessment approach include a measurement alternative for the student as well as a comprehensive reviewing procedure for the needs and problems of the school system. (Author/CL)

ED 236 879 EC 160 900

Accommodating the Spectrum of Individual Abilities. Clearinghouse Publication 81.

Commission on Civil Rights, Washington, D.C.

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Civil Rights; *Civil Rights Legislation; Court Litigation; Definitions; *Disabilities; *Educational Discrimination; Eligibility; *Equal Opportunities (Jobs); Federal Legislation; History; Legal Problems; *Rehabilitation; *Social Bias
IDENTIFIERS- Handicap Discrimination; *Reasonable Accommodation

The monograph addresses legal issues involving discrimination against handicapped persons and the key legal requirement of reasonable accommodation. Four chapters in Part I examine background issues, including definitions and statistical overviews of handicaps; historical attitudes toward handicapped persons and an analysis of the extent of discrimination in education, employment, institutionalization, medical treatment, sterilization, architectural barriers, and transportation; a review of Federal Civil Rights legislation regarding the handicapped (Rehabilitation Act of 1973, Education for All Handicapped Children Act, Developmental Disabilities Assistance and Bill of Rights Act, Architectural Barriers Act, and Constitutional provisions); and a discussion of the goal of full participation and its impact on rehabilitation, employment, education, institutionalization, transportation, and architectural barriers. Part II examines the legal principles and standards involved in handicap discrimination law. The practice of reasonable accommodation is explored in terms of requirements for individualizing opportunities and providing equivalent opportunities; limitations on the obligation to accommodate; and removal of architectural, transportation, and communication barriers. A further chapter focuses on applying civil rights law to handicap discrimination. A final section presents conclusions on the general topic of discrimination as well as on subtopics of reasonable accommodation and the application of civil rights laws to handicap discrimination. (CL)

ED 236 928 FL 014 083

Zeiss, Paul Anthony
A Comparison of the Effects of Super Learning Techniques on the Learning of English as a Second Language.
International Education Management Corp.; Pueblo Community Coll., CO.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- English (Second Language); *English for Special Purposes; Higher Education; Learning Modalities; Music; *Retention (Psychology); *Second Language Instruction; Sensory Experience; *Teaching Methods; Vocabulary
IDENTIFIERS- *Suggestopedia

The effects of selected superlearning techniques on the retention of technical vocabulary by Saudi Arabian students learning English as a second language were examined. The sample consisted of 14 Saudi Arabian nationals aged 18 to 21 years enrolled in college level technical vocabulary classes. The study involved three weeks of treatment followed by a test of retention. The superlearning approach involved the use of music, relaxation, and rhythmic speaking to increase retention of factual material. Results of using the superlearning approach were inconclusive. The data indicate no individual effects from the relaxation or the relaxation combined with background music treatments. Although a slight difference was found between the two groups on the posttest mean scores, the cumulative effects of relaxation, background music, and special teacher phrasing probably did not account for this result. It is concluded that further studies are needed to create a valid comparison of the superlearning method with other methods. Such a study should observe larger numbers of students over longer periods of time. (Author/RW)

ED 236 946 FL 014 112

Kyle, Regina M. J.; Allen, Edwin J., Jr.
Profiles of Bilingual Education Programs. Final Report.
White (E.H.) Co., Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- NIE-400-81-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Bilingual Education Programs; Elementary Secondary Education; *Program Descriptions; Reports

A project to produce reports on ten effective bilingual education programs is described. The work involved in generating the report series was conducted in four phases: site identification and development of report formats, selection of sites and report writers, visits of writers to the program sites, and review and submission of the reports. The criteria for selection of bilingual program sites, the sites featured in the report series, descriptions of the selected programs and report writers, and a list of the report reviewers are appended. (RW)

HE

ED 236 963 HE 016 309

Rue, Penny
Communicating with Commuters. Numerous Factors Must Be Considered To Improve Process.
PUB DATE- Nov 82
AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- College Students; *Commuting Students; Guidelines; Higher Education; *Information Dissemination; Information Needs; *Newsletters; Student Interests
IDENTIFIERS- PF Project

Guidelines are given for producing a newsletter to provide information about campus programs, activities, and services of interest to commuting students. The following questions regarding newsletters are answered: (1) What information do commuting students need? (2) What format would be most effective? (3) How can news and articles be obtained? (4) How should the newsletter be produced? (5) How can the newsletter be distributed? (6) How can the newsletter be funded? (7) Is a newsletter really needed? and (8) Are resources available to assist the novice newsletter publisher? (EM)

ED 236 752 CS 504 474

Gordon, Ron

Greatest Moments in Interpersonal Communication: Peak Communication Experiencing.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Measures; *Cognitive Processes; College Students; Communication Research; *Emotional Experience; *Emotional Response; Females; Higher Education; *Interpersonal Communication; Males; Models; *Sex Differences
IDENTIFIERS- Maslow (Abraham); *Peak Communication Experiences

In an exploratory study of peak communication experiences (PCEs), 36 male and 50 female undergraduates from a speech communication course were asked to describe their PCEs using 19 descriptors derived from A. Maslow's model of the generalized peak experience. Two-thirds or more of both sexes used 10 of these 19 descriptors to characterize their PCEs: a sense of the significance, beauty, and value of their communication; loss of awareness of time and place; an experience of spontaneity, and affection for and acceptance of the other person; and a recognition of the other person's uniqueness. Corroborating Maslow's speculation that males and females might not come by their peak experiences in the same ways, a larger percentage of females than males portrayed their PCEs as (1) seeing the other in a richer way, (2) feeling that the experience was almost more than one could bear, (3) resolving opposites, (4) giving acceptance and love, (5) being released from fear, (6) experiencing spontaneity and effortlessness, and (7) feeling playful and creative. The three experiences identified least frequently by both males and females involved the surrender of longstanding cognitive styles: disappearance of self, dropping of labels, and a moving away from a dualistic mindset. (MM)

ED 236 829   EC 160 847

Moore, Caroline J., Ed.; Zeller, Richard W., Ed.
Report from the July 1982 Assessment Conference (Eugene, Oregon, July 1982).
Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 82
CONTRACT- 300-80-0720
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Consultation Programs; Court Litigation; *Disabilities; Elementary Secondary Education; Evaluation Methods; Expectation; Federal Legislation; Handicap Identification; Learning Disabilities; *Legal Problems; *Limited English Speaking; Mainstreaming; Models; Remedial Instruction; School Psychologists; Screening Tests;

ED 236 911 FL 013 984

Seidner, Stanley S., Ed.
Issues of Language Assessment. Volume II: Language Assessment and Curriculum Planning.
Illinois State Board of Education, Springfield.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTIONS- *Bilingualism; Child Language; Communicative Competence (Languages); *Curriculum Development; *Language Proficiency; *Language Tests; *Limited English Speaking; Second Language Instruction; *Second Language Learning; *Testing

These 25 papers address issues of second language assessment and curriculum planning. The papers are divided into three categories: theoretical foundations, assessment approaches, and research and policy. Among the specific topics discussed are: whether tests measure language or intelligence, additive versus subtractive bilingualism, the implications of image production in two languages for testing the bilingual child, a bilingual perspective on language and cognition, the use and misuse of instruments, a review of the IDEA Oral Language Proficiency Test, use of native language tests for program planning purposes, assessment considerations for limited English proficient vocational students, test and spontaneous language behavior of bilingual preadolescents, influence of public policy on language assessment, and estimating bilingual education populations. (RW)

ED 236 768 EA 015 957

Cole, Robert W.
Creating "Informed Interest" in Education. The Editor's Page.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Involvement; Educational Change; *Educational Improvement; *Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; Legislators; *Participative Decision Making; *School Community Relationship; School Policy; State Legislation
IDENTIFIERS- Indiana Congress on Education; National Commission on Excellence in Education; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Something good is happening in Indiana that may be a model for the nation. The Indiana Congress on Education, which convened for the first time last June, could be an unconventional but effective way to change public policy. Throughout the fall, we've been treated to demonstrations of the conventional way of changing policy. Typically, change begins when an event catalyzes public unrest. Take the publication last spring of A NATION AT RISK as the most potent recent example of the mobilization of public unrest. Suddenly education--particularly its shortcomings--became a major national concern. This unrest in turn mobilized the efforts of lawmakers at both the state and federal levels. Seven bills were thrown into the congressional hopper in the first two months after the release of the report. Federal legislators have pretty short attention spans, however. Most of those bills are already dead or dying; new concerns have wrested the spotlight away from the problems of the schools. In the statehouses, though, the concern about the "rising tide of mediocrity" that was prompted by the report of the National Commission on Excellence in Education persists. Already, new laws exist that mandate stiffer graduation requirements and longer school days and years. More such laws are yet to come. This is the way such changes usually take place. Passing a problem--any problem--along to the legislature (at whatever level) tends to give the public the feeling that the matter has been dealt with. And yet legislators, though they are expected to represent their constituents' wishes, are not necessarily representative of all of their constituents. Too, the laws that are eventually enacted do not always address the original problem, nor do they guarantee that the public will have been fully involved in the change or even given much chance to become informed. The intent of the Indiana Congress on Education is entirely different. It aims to create an "informed interest" in education, according to Harley Bierce, the Pulitzer Prize-winning journalist who directs the program. "We want to develop a feeling for what people think is important about Indiana schools and about where we want to go," he says. "Solutions grow out of more than facts; they grow out of an environment of spirit. The process is as important as the product." The process is important. Bierce and the other organizers of the Indiana Congress (including, for example, Thomas Binford, former chairman of the board of the Indiana National Bank) divided the state into 14 regions. From each region they invited community leaders to the first Congress; these leaders included schoolpeople, politicians, businesspeople, and students. The first meeting defined the task ahead (Dean Evans's article in this issue was one of the presentations at that June meeting). Now the regional committees are visiting at least four school districts in each region--interviewing teachers, administrators, students, and community leaders. In so doing, they will compile two pictures of schools: as they are and as Indiana citizens would like them to be. They will carry these impressions to another meeting of the Congress on Education early next year. What will come of all of this effort? At the very least, a feeling of community as regards education in Indiana, a network of new relationships between schools and informed, interested citizens. When you think about it, that's a lot. (Author)

ED 236 783 EA 016 169

Financing Schooling in Alberta. Report of the Minister's Task Force on School Finance. Addendum.
Alberta Dept. of Education, Edmonton.
PUB DATE- Sep 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrators; Educational Equity (Finance); *Educational Finance; *Educational Planning; Elementary Secondary Education; Evaluation; Foreign Countries; *Grants; *School Support; *State Aid
IDENTIFIERS- *Alberta

This report begins with a response by the Minister of Education to the 1982 Alberta Task Force Report. He questioned two of the report's key recommendations: (1) increasing the provincial share of schooling costs to 85 percent and (2) removing provincial controls on school board supplementary requisitions. He asked the Task Force to reconvene and consider the questions he raised. The remainder of this report is their reply. Reaffirming the recommendations in the 1982 report, the Task Force responded specifically to the minister's questions and concluded that (1) an 85/15 cost share ratio represents a long term goal achievable by methods outlined in the reply, (2) the province's annual education budget should not be a fixed proportion of whatever Alberta school boards choose to spend, (3) some regulation of local supplementary requisitions is acceptable, (4) provincial "financial" control should be effected through the use of guidelines, and (5) the definition of an educational plan translatable into financial terms may be desirable. (MD)

ED 236 799 EA 016 188

Jarrach, George E.
The Cost of Student Improvement in the Basic Skills.
PUB DATE- 17 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Basic Skills; Cost Effectiveness; *Educational Change; *Evaluation; Financial Support; *Minimum Competencies; Recordkeeping; Secondary Education; State Departments of Education; *State Standards
IDENTIFIERS- Minimum Basic Skills Test; New Jersey

This study identifies and evaluates changes in secondary schools not meeting the minimum standards required by New Jersey as tested on the Minimum Basic Skills Test. The study identified the deficiencies in three urban high schools and evaluated the progress toward meeting the standards. All but 2 of the 76 recommendations made were implemented. The study showed that when the state department of education mandates improvement, schools can and will change. The study recommended the state compute a cost-effectiveness analysis to determine the expenditure per student for changes. The study also found that basic skills should be infused into all course areas. Included is a bibliography and eight tables. (MD)

ED 236 894 EC 165 117

A Calendar of Activities for Parents of Handicapped Students, 1983-1984. Intermediate.
District of Columbia Public Schools, Washington, DC. Div. of Special Education and Pupil Personnel Services.

SPONS. AGENCY- Mid-Atlantic Regional Resource Center, Washington, DC.
PUB DATE- 83
CONTRACT- 300-80-0718
AVAILABLE FROM- District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services, 415 12th St., N.W., Washington, DC 20004 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Attention Control; Basic Skills; Child Responsibility; Daily Living Skills; *Disabilities; Emotional Development; *Family Involvement; Intermediate Grades; Language Arts; *Learning Activities; Mathematical Enrichment; Nonformal Education; Parent Materials; *Parent Participation; Parent School Relationship; Parent Student Relationship; Reading Improvement; Safety Education; Skill Development; Student Responsibility; Supplementary Education
IDENTIFIERS- *District of Columbia Public Schools; Informal Education; PF Project

Designed for use with handicapped students in the intermediate grades in the Washington, D.C. school district, the daily activities in this calendar can be helpful to any parent interested in reinforcing classroom learning with a structured home program. Activities for each month center around a particular theme, as follows: September, preparing for the new school year; October, expressing feelings; November, understanding and using rules; December, paying attention; January, completing tasks; February, accepting consequences; March, following directions; April, reviewing reading and language skills; May, reviewing math skills; June, reading signs; July, survival skills; and August, safety skills. A checklist for recording parent and child activities and a list of things to do in Washington supplement this guide. (LP)

ED 236 993 HE 016 764

Conrad, Clifton F.; Talbott, Mary
The Demographic Transformation of Arizona: Implications for Minority Participants in Higher Education. Topical Paper No. 21.
Arizona Univ., Tucson. Center for the Study of Higher Education.
PUB DATE- Sep 83
AVAILABLE FROM- Arizona University, Center for the Study of Higher Education, 1415 North Fremont Avenue, Tucson, AZ 85719.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Age Groups; American Indians; Asian Americans; Blacks; *College Attendance; Community Colleges; *Demography; *Futures (of Society); *Geographic Distribution; Higher Education; Hispanic Americans; *Minority Groups; Pacific Americans; *Population Trends; Secondary Education; Sex; State Colleges; State Surveys; Whites
IDENTIFIERS- *Arizona

Implications of the demographic transformation of Arizona for the future of higher education in the state are examined. Since the changing size and character of the minority population figure prominently on the demographic changes, the major focus will be on changes in the minority population and the effect on future minority participation in higher education. Three major demographic characteristics of the state's population are examined: size and distribution, age, and sex. Data are presented for the entire state and, in some instances, its 14 counties. Characteristics of the following racial/ethnic groups are addressed: White, Black, American Indian/Eskimo/Aleut, Asian and Pacific Islander, and Spanish origin. In addition, the number of youths and adults who are limited or non-English speaking is examined by county. Attention is also directed to minority participation in Arizona's high schools, community colleges, and senior postsecondary institutions. After examining minority participation in each of the 15 public community colleges, the three senior institutions are reviewed individually. Framing responses to the changing demographics and monitoring minority participation and success is considered briefly. (SW)

ED 237 021 HE 016 799

Vaccaro, John

College Admissions and the Transition to Postsecondary Education. Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).

College Entrance Examination Board, Evanston, Ill.

PUB DATE- 23 Jun 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Academic Achievement; Academic Aspiration; Academic Persistence; Acceleration (Education); Access to Education; Advanced Placement; *Aptitude Tests; Articulation (Education); Class Rank; College Admission; *College Preparation; *College School Cooperation; Educational Quality; Grade Point Average; Hearings; Outcomes of Education; Postsecondary Education; Predictive Measurement; Secondary School Curriculum; Student Attrition; *Student Characteristics

IDENTIFIERS- *College Entrance Examination Board; *Excellence; National Commission on Excellence in Education

Developments relating to college admission standards, the quality of high school curricula, and academic achievement are discussed by a representative of the College Board. Attention is directed to College Board data on the following issues: the decline on verbal and mathematics Scholastic Aptitude Test scores; trends in the number of years that specific disciplines are studied during high school; and national trends in high school performance and students' plans to attend college. Characteristics of college dropouts and persisters are addressed, and tests/programs that help students plan for college or compete for scholarships are identified. The following College Board programs are described: the Advanced Placement Program, which enables academically-talented students to undertake college courses at high school; the Student Outcome Information Service, which collects information on the effects of colleges on students and their attainment of goals; and Project EQuality, which is designed to improve the quality of secondary education and to increase access to postsecondary education. In order to help address predictive validity concerns, data are presented on: SAT scores, number of years of study by subject, self-reported class rank, and estimated high school grade point average. (SW)

ED 237 036 HE 016 814

Stafford, George H.

College Admissions and the Transition to Post Secondary Education. Testimony to The National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); *College Admission; College Role; *College School Cooperation; Economic Factors; *Educational Objectives; Hearings; Political Influences; Postsecondary Education; Student Attitudes; *Student Attrition; Student Characteristics; *Student College Relationship
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

Factors that influence college admissions and articulation are considered, based on testimony of the admissions director of Prairie View A&M University, Texas. The following concerns are addressed: the rationale behind college admissions at a small, rural four-year college serving a predominantly black student population; societal, political, and economic factors that influence and shape college admissions practices; the relationship between secondary and postsecondary institutions in the admissions process; and expectations of entering college freshmen versus the difficulties they encounter. The admissions rationale of the college is discussed with regard to the individual student pursuing undergraduate, graduate, professional, or continuing education studies. Commitments to society, knowledge building, leadership, and quality are also addressed. Attention is also directed to student characteristics that accelerate attrition and reasons why a student might leave school, including the following considerations: academic problems, the college administration, social life, financial aid, spiritual life, student activities, employment, and dormitory life. Recommendations to improve admissions are included. (SW)

ED 237 051 HE 016 887

Adelman, Clifford; Reuben, Elaine
Starting with Students: Notable Programs, Promising Approaches, and Other Improvement Efforts in American Postsecondary Education. Volume I.
National Commission on Excellence in Education (ED), Washington, DC.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTIONS- Academically Gifted; Articulation (Education); Career Education; College Freshmen; *College Instruction; *College Programs; College School Cooperation; College Students; *Demonstration Programs; *Educational Quality; Expectation; General Education; High Schools; Honors Curriculum; Letters (Correspondence); Liberal Arts; Models; Nonmajors; Outreach Programs; *Postsecondary Education; Scientific Literacy; Student Recruitment; Teacher Education; Teacher Exchange Programs; Teacher Improvement; Technological Literacy
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

A total of 117 descriptions of notable programs and promising practices related to 30 specific problems, practices, and goals in American postsecondary education are presented. The programs described are the result of three searches made by the staff of the National Commission on Excellence in Education, although neither the staff nor the Commission has validated these programs. Responses to the Commission searches were voluntary. The programs reported are divided into seven parts: (1) the transition from secondary to postsecondary education: school/college cooperation (reallocation of academic time and content; outreach and recruitment; and the exchange and development of academic personnel); (2) the freshman year: the rite of passage; (3) competing models of general/liberal education; (4) the reconciliation of liberal arts and career education; (5) postsecondary honors programs/programs for the gifted; (6) scientific and technological literacy for the non-science major; and (7) teacher education: selection and training in the disciplines. The purposes, focus, methods, and limitations of this collection are outlined in introductory remarks. Appended are guidelines for preparing program profiles, the text of the letter of invitation for the second search, and the American Council on Education letter and listing of topics. (LB)

ED 237 065 IR 010 890

Widing, Robert E., II; Talarzyk, W. Wayne
Videotex Project Reviews II. Research Report Prepared for OCLC.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
REPORT NO.- OCLC/OPR/RR-83/8
PUB DATE- 28 Oct 83

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Costs; Delivery Systems; *Financial Services; *Home Programs; *Information Networks; Information Retrieval; *Information Services; Media Research; Objectives; *Online Systems; Program Descriptions; Retailing; *Videotex
IDENTIFIERS- Consumer Services
Designed to provide an overview of the nature and focus of activity in the fledgling videotex industry in the United States and Canada, this updated and extended report presents in-depth reviews of 26 projects which reflect the involvement of such industries as publishing, retailing, agriculture, banking, other financial intermediaries, information processing, broadcasting, and communications. Reviews were compiled from interviews conducted with one or more actively involved participants in each project, published information, and materials forwarded by respondents. Information provided for each project includes sponsor(s), technology, location, current status, investment, anticipated future services, subscriber base, availability, content providers, system characteristics, pricing, content information, and delivery system. Technologies used include internally developed viewdata systems, standard telephone lines, French Antiope-based teletext system, home terminals, Telidon-based viewdata and teletext systems, British Ceefax teletext system, and AT&T's Presentation Level Protocol. Some projects specialize in information for a specific audience, e.g., farmers, lawyers, or business men, while others offer a wide range of services which may include local and community information; entertainment guides; consumer information and advice; shopping, banking, and travel services; computer assisted instruction; and video games. Brief notes on other activities in the field are included. (LMM)

ED 237 080 IR 010 913

Rahlfs, Kim Powell; And Others
Microcomputers in Educational Settings: A Categorization of ERIC ED Documents through December 1982.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Classification; *Computer Programs; *Curriculum; Indexes; Information Sources; *Instructional Program Divisions; Intellectual Disciplines; Literature Reviews;

*Microcomputers; *Subject Index Terms
IDENTIFIERS- *Computer Uses in Education; ERIC; Variables

The 199 microcomputer-related ERIC documents listed in this resource guide were reviewed and assigned identifiers from 41 variables (descriptors) in five categories: curriculum (content), educational uses, educational level, hardware/software, and miscellaneous. Variables were assigned on the basis of whether the user interested in this variable would, in all probability, want to look at a given document. The main document listing, which is by ED number, includes bibliographic information and a brief annotation. The number assigned to each document in this section is listed with each of the 41 variables for which it was designated, providing a subject index that enables the user interested in several variables to locate materials quickly by completing a set intersection of the documents listed with each of the desired variables, e.g., library, software packages, and secondary. The documents included were entered in the ERIC database between November 1976 and December 1982. (Author/LMM)

ED 237 095 IR 050 516

Dekle, Barbara W.
GODORT History and Procedural Manual. Revised and Enlarged.
Alabama Library Association, University.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Administration; Administrator Responsibility; Archives; *Committees; Government Publications; Group Membership; History; *Library Associations; *Organizational Objectives
IDENTIFIERS- *Alabama Lib Assn Government Documents Round Table

The purpose of this manual is both to preserve the history of the Alabama Library Association Government Documents Round Table (AlaLA GODORT) and to provide current, relevant information to its membership. It contains the organization objectives and constitution and the individual duties of the following officers: steering committee members, moderator, moderator-elect, secretary-treasurer, newsletter editor, assistant editor, federal documents task force chairperson, state documents task force chairperson, clearinghouse chairperson, standing committees chairpersons, and special committees chairpersons. Information on how to join, archival materials guidelines, and a membership directory are provided. A history of the organization covers 1976 through 1983 by year, including details of officers, committees, convention programs and activities, workshops, and projects. An appendix provides various organization forms. (Author/LMM)

ED 237 124 JC 830 492

Merging the Liberal Arts with Work Experiences. CSCC Bulletin; Issue 9, 1983

Center for the Study of Community Colleges, Los Angeles, Calif.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; Cooperative Education; *Curriculum Development; *Interdisciplinary Approach; Job Skills; *Liberal Arts; Majors (Students); Two Year Colleges; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Work Experience Liberal Arts Programs

One way of revitalizing the liberal arts in community colleges could be through the development of a career program in liberal arts for students planning to enter the work force as entry-level employees in positions that do not require specific vocational skills. The skills required for entry into many careers are those that are also the goals of a liberal arts education: the ability to communicate orally and in writing; the ability to think critically and to make reasonable decisions; a knowledge of the environment, contemporary culture, and social heritage; and the ability to get along well with supervisors and co-workers. The businesses for which these skills and abilities are important include travel agencies, real estate and insurance offices, banks, retail stores, and innumerable state and local governmental agencies. As many of the courses and instructional materials that would be necessary for a Work Experience Liberal Arts Program (WELAP) are already in existence, the development of the program would involve structuring the proper number of general education interdisciplinary courses, adding a cooperative work experience job placement component, and forming an advisory board to mentor the program and integrate career and academic experiences. Examples of existing programs possessing some of the features of the WELAP model are provided. (LAL)

ED 237 139 JC 830 519

Nasman, Leonard O.
A Model Package to Assess the Education and Training Needs of Business, Industry, and Labor.
National Postsecondary Alliance, Columbus, OH.
SPONS. AGENCY- Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Mar 81

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Business; *Community Colleges; Industry; *Labor Needs; Models; *Needs Assessment; *Occupational Surveys; *Research Design; Research Methodology; *School Business Relationship; Two Year Colleges

Designed for community colleges and technical institutes, this manual presents a systematic approach to the process of reviewing employer and employee education and training needs. Section I presents the Business, Industry, and Labor (BIL) Needs Assessment Model, detailing the following procedures: (1) identify the BIL project coordinator; (2) determine project objectives; (3) identify and train the needs assessment team; (4) select occupational areas for study; (5) determine data collection and sampling strategies; (6) identify and select target employers; (7) identify job titles to be investigated; (8) customize the survey instrument; (9) coordinate employer lists and instruments; (10) assign data collection responsibilities; (11) duplicate survey instruments; (12) collect data; (13) code data; (14) process and analyze data; (15) distribute data; and (16) make programmatic decisions. This section also delineates the responsibilities of the assessment team and provides materials illustrating various data gathering strategies. Background information related to the development of the model, and a review of its pilot testing in Orangeburg, South Carolina; Dallas, Texas; and Wausau, Wisconsin are provided in section II. A draft description of the needs assessment model, computer coding and program information, and agendas for workshops conducted during the pilot testing are appended. (LAL)

ED 237 154 JC 830 554

Lyon, Robert

1982-83 Texas College and University Real Estate Course Survey.

Texas A and M Univ., College Station. Texas Real Estate Research Center.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Colleges; Community Colleges; *Courses; Credit Courses; Degrees (Academic); *Educational Trends; Enrollment Trends; Higher Education; *Real Estate; State Surveys; Textbooks
IDENTIFIERS- *Texas

In 1983, the Texas Real Estate Research Center conducted its eighth annual survey of the real estate offerings of the state's two- and four-year colleges. Survey findings, based on a 90% response rate, included the following: (1) 90 institutions (46 community colleges and 44 four-year colleges) offered real estate courses during the 1982-83 academic year; (2) these courses were attended by 41,143 students; (3) 52 institutions indicated they would use real estate video tapes; (4) 28 indicated they were using or were planning to use microcomputers in their real estate courses; (5) the most frequently offered course in both the two- and four-year colleges was Real Estate Principles; (6) over 80% of the community college enrollments in real estate courses were in credit courses, compared to less than 40% in 1972-73; (7) over 50 community colleges offered an Associate of Applied Science Degree in Real Estate, compared to 4 colleges in 1972-73; (8) over 95% of the four-year college real estate courses were offered on a credit basis; (9) 5 senior institutions had real estate degree options in 1972-73, compared to 15 in 1982-83; and (10) two texts dominated the Real Estate Principles courses, "Modern Real Estate Practice in Texas" and "Texas Real Estate." Tables showing courses offered at each responding college and the texts used in nine real estate content areas are appended. (AYC)

ED 236 737 CS 504 436

Sparks, Glenn G.; Cantor, Joanne
Developmental Differences in Responses to The Incredible Hulk: Using Piaget's Theory of Cognitive Development to Predict Emotional Effects.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- May 83
GRANT- NIMH-MH-35320
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Development; Child Language; *Cognitive Development; *Concept Formation; *Developmental Stages; Elementary Education; Emotional Response; Epistemology; *Fear; Preschool Education; Psychological Studies; *Television Viewing
IDENTIFIERS- *Piagetian Theory

An experiment examined whether children of different developmental stages expressed different levels of fear while viewing episodes of the television program, "The Incredible Hulk." Preoperational (3 to 5 years old) and concrete operational (9 to 11 years old) children were shown short videotaped segments taken from the program. Using Jean Piaget's ideas that preoperational children both are unable to comprehend transformations and are "perceptually bound," the study predicted that preoperational children would express more fear at the events depicted in the transformation and posttransformation segments, or whenever the "Hulk" was present in "monstrous" form. In contrast, it hypothesized that concrete operational children would express more fear during the pretransformation segments, when the "human" hero--David--was in danger. Both predictions were confirmed, as was the theory that preoperational subjects would rate the two manifestations of the hero (David and the Hulk) as significantly more distinct than would concrete operational subjects. (Author/FL)

ED 236 814 EC 160 832

Hand-In-Hand: Parents and Educators Building a Partnership.
Maryland State Dept. of Education, Baltimore. Office of Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-80-0718
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; Parent Materials; *Parent Participation; *Parent Role; Parent School Relationship; *Special Education; Student Evaluation; Student Placement
IDENTIFIERS- *Maryland

Intended to help parents of handicapped children when they meet in partnership with public school staff to discuss their child's educational needs, the handbook presents an overview of federal and Maryland state legislation regarding children with handicaps and summarizes the special education process. The initial section, on building a partnership, explains the scope of relevant legislation, provides a rationale for parent participation, and describes ways in which parents can become involved (as home teachers, information specialists, case managers, and advocates). Section II, on the special education process, discusses what parents should know about evaluation, the individualized education program (IEP), placement, the instructional program, and IEP review and reevaluation. Nearly half the document is made up of appended material, including a parents' educational dictionary and a list of state and national resources for parents. A sample IEP is included. (CL)

*Student Evaluation; Teacher Attitudes

Eight papers are presented from a July 1982 conference on assessment. S. Wood and F. Hertlein begin with "Integrating Remedial Education in Olympia Public Schools: A Consulting Service Model for Low Performing and Handicapped Students." They describe the model's staff development modules, instructional support strategies, and management procedures. T. Fairchild analyzes "The School Psychologist's Role as an Assessment Consultant," which covers such aspects as instrument selection, staff development, acting as staffing facilitator, and information synthesis. B. Ehlert examines problems with the measurement of severe discrepancy in "Identifying Learning Disabled Students in Idaho." In "Social Behavior Survival: Preparing Handicapped Children for the Realities of Mainstream Classrooms," H. Walker and R. Hersh focus on the importance of teacher social behavior standards and expectations. A model of assessment being implemented in American Samoa is described by C. Starlin in "Observation + Screening + Assessment: Determining Children in Need of Special Education Services." The Resource Specialist Program for handicapped students with limited English Proficiency (LEP) is briefly described by O. Martinez in "Issues in Assessment and Service Delivery to LEP and Bilingual Handicapped Children." In his "Legal Review of Assessment Issues," S. Rosenfeld touches on court rulings and regulatory actions since the enactment of P.L. 94-142, the Education for All Handicapped Children Act and Section 504 of the Rehabilitation Act of 1973. G. ImObersteg reviews case law as well as statutory and constitutional aspects in "Legal Considerations in the Assessment of Students Who Are Bilingual or Who Have Limited English Proficiency." (CL)

ED 236 863 EC 160 884

Oakland, Thomas, Ed.
Nonbiased Assessment.
Minnesota Univ., Minneapolis. National School Psychology Inservice Training Network.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 81
GRANT- G00784657
AVAILABLE FROM- National School Psychology Inservice Training Network, Psychology in the School Program, N532 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($14.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Culture Fair Tests; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Intervention; Language Tests; *Limited English Speaking; Mild Mental Retardation; *Minority Groups; Models; *Student Evaluation; Test Bias; Testing Problems

The Nonbiased Assessment module contains seven sections that provide information on various issues relevant to the construction of programs for assessing minority group children. Each section, in addition to the discussion of the topic, contains a list of objectives for the workshop participant or reader, a pretest, simulations, and an annotated bibliography of recommended readings. Section I, on basic considerations regarding nonbiased assessment (by T. Oakland), covers components of a diagnostic intervention process; biasing factors (parent influences, child characteristics, examiner characteristics, diagnostic-intervention techniques, and school system policies and practices); and five diagnostic intervention models (medical, social system, psychoeducational process, educational task analysis, and pluralistic). A second section by D. Bersoff reviews legal principles with reference to P.L. 94-142 (the Education for All Handicapped Children Act) and the Rehabilitation Act of 1973. Sociocultural considerations are addressed by R. Henderson in Section III. In Section IV, J. Matluck and B. Mace-Matluck consider the nature of language, language assessment characteristics of oral language proficiency tests, legally mandated assessment and intervention, and a diagnosis of learning difficulties in limited English speaking and bilingual children. Section V (by A. Hofmeister and C. Preston) gives an overview of educational assessment and its purposes. A sixth section, by D. Reschly, focuses on appropriate assessment for mildly retarded children; while a final section, by M. Tombari, describes nonbiased assessment of emotionally disturbed students. (SW)

ED 236 880 EC 161 101

Fraser, R. T.; And Others

Assessing the Vocational Interests of Those with Epilepsy. Draft.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 83
GRANT- G008OC0025; NINCDS-NS1711
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Epilepsy; Intervention; Sex Differences; *Vocational Evaluation; *Vocational Interests

Vocational interests of a hospital affiliated outpatient sample with epilepsy (N=71) were examined using the Strong Campbell Interest Inventory. Ss were categorized to examine effects of severity of seizure type, age of seizure onset, and sex. As a group, vocational interest scores on the General Occupational Theme Scales were not greatly different from normals. Results indicated that Ss with major motor seizures and males with early seizure onset showed less scientific interest, and that Ss with major motor seizures also indicated less academic interest than normals. The more impaired males appeared to be "at risk" for having their general interests restricted and in being less confortable in academic settings. Findings suggested that "at risk" males may benefit from specific interventions such as supportive counseling. Explorative, "hands on" activities in vocational education courses and in household domestic chores should be encouraged. In comparing interests, future studies should further examine the influence of duration and degree of disablement as critical variables affecting vocational interests. (Author/CL)

ED 236 964 HE 016 310

Henckler, Joyce D.

Commuter Chronicle: An Effort to Enhance Commuter Communication in a Traditional Residential Campus Environment.

PUB DATE- Nov 82
AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Programs; College Students; *Commuting Students; Higher Education; *Information Dissemination; *Newsletters; Program Descriptions; Residential Colleges; *School Orientation; Student Personnel Services
IDENTIFIERS- PF Project

In an effort to inform commuter students of services and programs on a regular basis, the University of Maine at Orono launched a campaign consisting of a newsletter and orientation sessions targeted directly at commuter students. The newsletter included topics of special interest to commuter students such as housing services, ridesharing, child care and babysitting information, and services to nontraditional students. Orientation sessions and social activities were incorporated into the current New Student Welcome program which occurs prior to each fall semester. Both the newsletter and the orientation sessions proved to be of greater benefit than had been anticipated. (DC)

ED 236 979 HE 016 735

Shimahara, Nobuo Kenneth

College Entrance Examinations and Social Cohesion.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Aspiration; Case Studies; College Bound Students; *College Entrance Examinations; *Competition; *Cultural Context; *Foreign Countries; Higher Education; High School Students; Occupational Aspiration; Reputation; School Attitudes; *Socialization; *Social Mobility; Status; Student Motivation; Test Coaching
IDENTIFIERS- *Japan

The influence of the college entrance examination (CEE) on social cohesion in Japanese society is considered, based on a 1976-1977 study in Nagoya, Japan. Attention is focused on socialization of adolescents and educational practice at the secondary level, and specifically cognitive and motivational orientations that are affected by CEE practice, which imposes a framework on the socialization and schooling of adolescents. Schooling at middle/high schools has become increasingly oriented to preparation for high school/college entrance examinations. A majority of adolescents are conditioned to view schooling as truly relevant when it prepares them for the CEE, and this orientation is legitimized by teachers, parents, and society. Social forces contribute to the Japanese pattern of socialization. For example, society attempts to develop cognitive and motivational uniformity through the educational system. In addition, the ideal pattern of social mobility in Japan involves vertical mobility within one work organization, and a college's prestige and rank tends to determine the graduate's opportunities for employment in preferred organizations. Finally, the Japanese regard education as a central means for social mobility. Case studies of three high schools illustrate the importance of the CEE. (SW)

ED 237 109 IR 050 531

Task Group on Computer/Communication Protocols for Bibliographic Data Exchange. Interim Report = Groupe de Travail sur les Protocoles de Communication/Ordinateurs pour l'Exchange de Donnees Bibliographiques. Rapport d'Etape. May 1983.

National Library of Canada, Ottawa (Ontario).

REPORT NO.- ISBN-0-662-52648-1
PUB DATE- Oct 83
AVAILABLE FROM- Publications Section, Public Relations Office, National Library of Canada, 395 Wellington Street, Ottawa, ON, Canada K1A 0N4.
LANGUAGE- English; French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Advisory Committees; *Computer Oriented Programs; Databases; Foreign Countries; *Information Networks; *Libraries; National Programs; *Program Development; Program Implementation; *Standards
IDENTIFIERS- Bibliographic Data Bases; *Canada; Computer Networks; Open Systems Interconnection

This preliminary report describes the work to date of the Task Group on Computer/Communication protocols for Bibliographic Data Interchange, which was formed in 1980 to develop a set of protocol standards to facilitate communication between heterogeneous library and information systems within the framework of Open Systems Interconnection (OSI). A brief account of how the group is fulfilling its mandate is provided, including the principal library applications and OSI application and the presentation layer services it considered (including a file transfer protocol, a common command language--CCL, a network directory system, and network virtual terminal), and its role in promoting OSI service and protocol specifications for library applications. In addition, it reflects the task group's current thinking on several issues of protocol design and implementation that are crucial to the realization of a nationwide bibliographic network in Canada and presents four interim recommendations. Four appendices list the terms of reference of the task group and the subcommittee, the members of the task group and CCL subcommittee, and tasks to be undertaken during the next 2-year period. The document includes both English and French-language versions of the report. (LMM)

ED 236 929 FL 014 084

English Teaching Profile: Portugal.
British Council, London (England). English Language and Literature Div.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; *Language Role; Language Teachers; *Second Language Instruction
IDENTIFIERS- *Portugal

The role of English and English instruction in Portugal is outlined. Although English is growing in importance, French is still more commonly studied as a second language in Portugal. English instruction within the education system, English teacher supply and training, the role of the British Council in teacher training, availability of English textbooks, English instruction outside the education system, and British and American support for English instruction are discussed. A project involving the contrastive analysis of English and Portuguese is noted. (RW)

ED 236 947 HE 016 272

Gaff, Jerry G.
General Education Today. A Critical Analysis of Controversies, Practices, and Reforms.
REPORT NO.- ISBN-0-87589-560-3
PUB DATE- 83
AVAILABLE FROM- Jossey-Bass, Inc., 433 California St., Suite 1000, San Francisco, CA 94104 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Change Strategies; *College Curriculum; College Role; Core Curriculum; *Curriculum Development; Faculty Development; *General Education; Guidelines; Higher Education; Models; Organizational Change; *Undergraduate Study
IDENTIFIERS- Association of American Colleges; Project on General Education Models

The range of controversies and changes emerging from the current revival of general education are examined, and many ideas, examples, and recommendations for achieving realistic and successful curricular reform are offered. Instead of either offering an apology for general education or advocating any particular approach, the book draws on solid experiences of hundreds of institutions to describe and evaluate general education in the context of concrete institutional realities, practical problems, and workable program alternatives. Analysis is based on survey data from 193 colleges, program descriptions gathered from 200 institutions for a national clearinghouse, professional experience of the author as director of the 3-year Project on General Education Models (Project GEM), and contemporary thinking. Guidelines are developed that can help academic leaders set up general education programs tailored to the missions and traditions of their own institutions. Strategies for initiating and orchestrating change are highlighted, and promising approaches to teaching, faculty development, funding administration, grading, and program evaluation are revealed. Appended are findings from the Association of American Colleges Survey and a directory of institutions reviewing general education. (LB)

ED 236 753   CS 504 476

Studdert-Kennedy, Michael, Ed.; O'Brien, Nancy, Ed.
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for its Investigation, and Practical Applications, April 1-September 30, 1983.
Haskins Labs., New Haven, Conn.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
REPORT NO.- SR-74/75(1983)
PUB DATE- 83
CONTRACT- NICHHD-N01 HD-1-2420; ONR-N00014-83-C-0083
GRANT- NICHHD-HD-01994; NIH-RR-05596; NINCDS-NS13870; NSF-BNS-8111470
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- Articulation (Speech); *Auditory Perception; Beginning Reading; *Communication Research; Comprehension; Consonants; Elementary Secondary Education; *Error Analysis (Language); Language Handicaps; *Oral Language; Perceptual Motor Coordination; *Phonetics; Reading Achievement; Speech Evaluation; *Speech Handicaps; Speech Improvement; Speech Instruction; Vowels; Written Language

Prepared as part of a regular series on the status and progress of studies on the nature of speech, instrumentation for its evaluation, and practical applications for speech research, this compilation contains 14 reports. Topics covered in the reports include the following: (1) phonetic coding and order memory in relation to reading proficiency, (2) the association between comprehension of spoken sentences and early reading ability, (3) oral and written language errors made by language disabled children, (4) perceiving phonetic events, (5) converging evidence in support of common dynamical principles for speech and movement coordination, (6) phase transitions and critical behavior in human bimanual coordination, (7) V-to-C coarticulation in Catalan vowel-consonant-vowel sequences, (8) intersections of tone and intonation in Thai, (9) simultaneous measurements of vowels produced by a hearing-impaired speaker, (10) the role of relative timing in speech, and (11) "chirp" identification in duplex perception. (FL)

EA

ED 236 800 EA 016 189

Moilanen, Carolyn
Portland Public Schools Internal Alternative Schools.
Portland Public Schools, OR. Evaluation Dept.
PUB DATE- 17 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Disadvantaged Youth; *Dropout Prevention; Educational Needs; Elementary Secondary Education; Expenditure Per Student; *Nontraditional Education; *Program Evaluation; Questionnaires; Student Needs; Student School Relationship
IDENTIFIERS- *Portland School District OR

Eight alternative educational programs that are part of the Portland, Oregon, Public School District are reviewed in this report. Responses from principals and program coordinators at each school to a comprehensive questionnaire provide information concerning staffing, student characteristics, facilities, course offerings, expenditure per student, and reactions to budget cuts of 50 and 20 percent and to an increase of 10 percent. The Metropolitan Learning Center (MLC), while providing an alternative environment for learning, is significantly different from the other programs reviewed in that participation in the K-12 program is a result of intentional parental choice. Participation in the remaining seven alternative programs is usually a consequence of inability to succeed both academically and socially in a regular school program. Each alternative program allows for a smaller, more family-like instructional setting. The Night School at Grant serves students who have already dropped out of regular high school programs. Two other programs provide part time supplementary education services as incentives to influence students to remain in the regular school; two operate full time schedules concurrent with the regular schools; and two provide comprehensive high school education in a separate physical setting. (MLF)

ED 236 847 EC 160 865

Fuchs, Douglas; And Others
Variability of Performance: A "Signature" Characteristic of Learning Disabled Children?
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-127
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Emotional Disturbances; *Handicap Identification; *Learning Disabilities; Learning Processes; Neurological Impairments; *Reading Ability

Two studies were conducted to compare the performance instability of children (grades 3-9) labeled learning disabled/brain injured (LD/BI) to the performance instability of emotionally handicapped (EH) children. In the first study, 50 LD/BI and 37 EH students were measured on three third grade reading passages twice, once within one sitting and once with the three passages administered during three consecutive weeks. In the second study, a subsample of 43 students (24 LD/BI and 19 EH) were measured on instructional level reading passages 28 to 47 times within 18 school weeks. On the words correct scores on each administration of the third grade passage reading test and on the word correct and errors scores on the instructional level reading passages, standard errors of measurement (SEMs) were calculated and analyses of covariance were run on the SEMs. Results indicated no difference between the performance instability of the two groups of children. Implications for identifying and treating LD/BI and EH students are discussed. (Author/CL)

ED 236 912 FL 013 997

Gunden, Ruth
Exchange: One Way or Two.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cultural Awareness; Higher Education; Multicultural Education; *Student Exchange Programs; *Study Abroad

The overseas study service program offered by Goshen College, Indiana, is described. The program strives to promote learning with a global perspective. Goshen sends students abroad in one of three ways: (1) a study service trimester, (2) a year abroad study, or (3) a European program which offers art courses in Italy, world civilization courses in England, and literature studies in Ireland. In some cases, exchange programs are sponsored with Poland and China. Approximately half the students on campus at Goshen at any time have had the experience of living in another culture. In addition to the cross cultural experience of the students, the attitudes and understanding of the faculty are pivotal to the success of the program. Goshen also offers a TESOL minor in which students are involved in teaching English to community and campus speakers of other languages. Interaction with those students provides cross cultural learning. Goshen is dedicated to the interchange and exchange of persons, ideas, and appreication among cultures to achieve a global perspective. (RW)

ED 237 007 HE 016 785

Wasser, Henry
Comments on Method in Comparative Higher Education.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Case Studies; *Comparative Analysis; *Comparative Education; *Educational Policy; *Educational Practices; *Foreign Countries; *Higher Education; Holistic Approach; *Research Methodology
IDENTIFIERS- France; Sweden; United Kingdom; United States; West Germany

The methodologies employed in comparative higher education and comparative education are briefly summarized and analyzed. Weaknesses of the following approaches used by scholars/researchers in the field are identified: (1) locating decision-making structures and relations in broadly differentiated aggregations of systems; (2) case study; (3) cross-national comparisons (socialization, allocation and legitimation effects); (4) holistic or single topic; (5) natural history; (6) goal-directed political, economic functions of society; (7) controllable organizations (systems); (8) cultural institutions with their own lines of development; (9) bilateral negotiations. It is concluded that a method derived from a modification of Thorstein Veblen's remarks on higher learning would be more useful for comprehensive comparison. It is suggested that a method for comparative higher education should be developed that takes account of differing rates of development, differing values, differing habits of thought, and differing histories. Examples are drawn from descriptions of higher education issues in the United States, Sweden, France, the United Kingdom, and the Federal Republic of Germany. (Author/SW)

ED 237 081 IR 010 914

Microcomputers in the Schools. An Educator's Guide.

Tennessee State Dept. of Education, Nashville.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Check Lists; *Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; Computer Oriented Programs; *Computer Programs; *Educational Administration; *Evaluation Criteria; Glossaries; Information Sources; Input Output Devices; Media Selection; *Microcomputers; Programing Languages
IDENTIFIERS- Computer Uses in Education; *Software Evaluation

Intended for use by teachers, administrators, and boards of education in Tennessee as they make decisions about the instructional and managerial uses of microcomputers in education, this handbook is structured around several main topics: (1) basic microcomputer information, including microcomputer components and peripheral equipment, computer literacy, and major computer languages; (2) instructional applications, including advantages, computer-assisted instruction, computer-managed instruction, curriculum considerations, further applications, and misapplications; (3) administrative uses, including database management systems, word processing, electronic spreadsheets, and communications; (4) microcomputer hardware selection, including needs and objectives, and criteria for selection; and (5) microcomputer software, including systems and applications, sources of software, software selection and evaluation, and software/hardware consideration criteria. A software evaluation form is provided, and appended materials include a glossary; lists of microcomputer periodicals; software evaluation sources and software user groups; and a checklist for software selection and evaluation. (LMM)

ED 236 784 EA 016 170

Using R & D to Improve Local Schools.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Change Strategies; Classroom Techniques; Curriculum; Databases; Educational Assessment; Educational Environment; *Educational Improvement; *Educational Practices; Institutional Characteristics; Leadership; Parent School Relationship; Program Implementation; *Research and Development

Centers; *Research Utilization; *School Effectiveness

To assist in local school improvement, Northwest Regional Educational Laboratory (NWREL) has developed an approach in which teams of local educational leaders are made aware of the results of effective schooling research and are trained in the processes of change and improvement. Research reviews have shown specific elements of schooling at the classroom, building, and district levels that promote school effectiveness in the areas of leadership, school environment, classroom instruction and management, curriculum, and assessment and evaluation. Using a NWREL-developed "Resource Kit" of references containing specific methods and techniques, the team looks to the resources to better understand the methodology necessary to reach their previously selected improvement goal. As each practice or group of practices is implemented, the leadership team monitors its progress according to its plan, the actual practices, and the changes in student achievement and/or behavior. As each implementation plan developed by the school leadership team is completed and practices are put into place in the school, the team once again begins the process, incorporating new research findings that may be available. (MLF)

ED 236 830 EC 160 848

Autistic Children Developmental Disabilities Conference, Johns Hopkins University (Baltimore, Maryland, March 14-16, 1983). Abstracts of Papers Presented.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Autism; Child Development; *Communication Disorders; Genetics; Medical Services; Metabolism; Motor Development; *Neurological Impairments; Psychiatry; Speech Handicaps

Abstracts of 13 papers given at a 1983 conference on autistic children are presented: "Autism--Is There a Neurological Basis?" (G. McKhann); "The Syndrome of Autism: A Medical Model" (E. Ritvo) (full paper); "Neuropsychological Testing of Peripheral and Central Communicative Disorders" (H. Mark); "A Psychiatrist Views the Neurological Basis of the Communicative Disorders" (P. Wolff); "Behavioral Mannerisms of the Blind Infant and Child (A Synopsis)" (J. Bond); "Specific Learning Disability: A Communicative Disorder" (B. Shapiro); "Normal and Abnormal Development of Feeding (J. Bosma); "The Relationship between Oromotor Dysfunction and General Movement Development" (R. Alexander); "Oromotor Facilitation in Pre-Speech" (R. Alexander); "Management of the Child with Speech Motor Dysfunction" (S. Blackstone); "The Neurology of Oromotor Dysfunction and Language Disorders" (H. Singer); "Genetics of Autism" (J. Farber); and "Metabolic Approaches to Autism and Related Disorders" (H. Moser). (CL)

A Calendar of Activities for Parents of Handicapped Students, 1983-1984. Secondary.
District of Columbia Public Schools, Washington, DC. Div. of Special Education and Pupil Personnel Services.

SPONS. AGENCY- Mid-Atlantic Regional Resource Center, Washington, DC.
PUB DATE- 83
CONTRACT- 300-80-0718
AVAILABLE FROM- District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services, 415 12th St., N.W., Washington, DC 20004 (while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Basic Skills; Career Awareness; Citizenship Education; Communication Skills; Daily Living Skills; *Disabilities; *Family Involvement; Functional Reading; Health Education; Interpersonal Competence; *Learning Activities; Leisure Time; Mathematical Enrichment; Nonformal Education; Parent Materials; *Parent Participation; Parent School Relationship; Parent Student Relationship; Secondary Education; Self Care Skills; Skill Development; Social Studies
IDENTIFIERS- *District of Columbia Public Schools; Informal Education; PF Project

Intended for use with handicapped students in Washington, D.C. secondary schools, the daily activities in this calendar can be used by all parents interested in reinforcing classroom learning with a structured home program. Activities for each month focus on a particular theme, as follows: September, getting to school; October, exploring the neighborhood; November, health and first aid; December, social skills; January, household chores; February, personal hygiene and fitness; March, vocational awareness; April, community living; May, math, money, time, and measurement; June, functional reading; July, practical communication skills; and August, leisure activities. A checklist for recording parent and child activities and a list of things to do in Washington supplement this guide. (LP)

ED 236 930 FL 014 085

Lono, Luz Paredes
Let's Talk: Developing Speaking Skills in the ESL Classroom.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Classroom Communication; Classroom Techniques; Communicative Competence (Languages); *Conversational Language Courses; *English (Second Language); Second Language Instruction; Speech Skills; *Teaching Methods

Issues regarding the development of student's speaking skills and English as a second language (ESL) techniques designed to improve the teaching of conversation are described. Ten true and false assumptions about the teaching of conversation are considered: (1) everyone enjoys talking and participating in class discussion; (2) discussion topics in conversation classes are usually of great interest to students; (3) students will volunteer to participate in planned activities; (4) students who do well in structured situations will do well in class discussions; (5) in order to communicate, students need to use perfectly correct sentences; (6) memorizing dialogues and sentence patterns enhances communication; (7) error correction should be done immediately; (8) conversation classes are fun and easy to teach; (9) rigorous discipline is appropriate in a conversation class; and (10) foreign students will develop speaking skills naturally since they can practice outside of the classroom. Techniques for developing speaking skills and communicative competence are explored. It is emphasized that successful conversation classes require careful planning to keep motivation high and to challenge the students. (RW)

ED 236 965 HE 016 311

The UMaps Project: An Attempt to Communicate above Boundaries of Political and Organizational Structures.

National Clearinghouse for Commuter Programs, College Park, Md.

PUB DATE- Nov 82

AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- College Environment; *Commuting Students; Extracurricular Activities; Higher Education; *Information Dissemination; Program Descriptions; *School Activities; Student Interests

IDENTIFIERS- PF Project

The goal of the UMaps Project at the University of Maryland, College Park, is to make a large, diverse campus seem smaller and more organized and thus more hospitable, especially to commuting students. The UMaps are a series of six comprehensive guides to academic, vocational, and co-curricular activities which list the opportunities and resources of different campus sub-environments corresponding to different student sub-groups. The UMaps are available as either large display posters or as brochures. (JW)

ED 236 994 HE 016 765

Wilson, Robert A., Ed.
Survival in the 1980s: Quality, Mission, and Financing Options.
Arizona Univ., Tucson. Center for the Study of Higher Education.
SPONS. AGENCY- Education Commission of the States, Denver, Colo. Inservice Education Program.; National Association of Coll. and Univ. Business Officers, Washington, D.C.; National Center for Higher Education Management Systems, Boulder, Colo.; State Higher Education Executive Officers Association.
PUB DATE- May 83
AVAILABLE FROM- Arizona University, Center for the Study of Higher Education, 1415 North Fremont Avenue, Tucson, AZ 85719.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Planning; College Programs; Community Colleges; Educational Finance; *Educational Quality; Financial Policy; *Financial Problems; Government School Relationship; *Higher Education; Private Colleges; Public Policy; Resource Allocation; *Retrenchment; State Colleges; Statewide Planning; Student Financial Aid; Trend Analysis
IDENTIFIERS- Excellence; Institutional Mission; *Mexico

Proceedings of the 1982 University of Arizona conference cover two- and four-year college conference sessions, as well as state and institutional perspectives. Topics include college planning in Mexico, consequences of budget reduction strategies, quality and financial structures, public and private competition, state-level formulas, student aid and the federal demise, fiscal stress and resources allocation, and excellence in higher education. Among the 30 papers and authors are the following: "Survival in the 1980s" (Clark Kerr); "Challenges of Excellence in Higher Education" (David Pierpont Gardner); "The National University of Mexico" (Jose Narro, Alfredo L. Fernandez); "Maintaining Quality Programs During Periods of Fiscal Stress" (Robert K. Thompson); "Institutional Management Flexibility: A Strategy for Dealing with Funding Reductions" (Edward A. Carter, Jack C. Blanton); "State Policy Options for Financing Higher Education" (Norman M. Fischer); "Trends in Higher Education Financing" (Paul Brinkman); "Enhancing Institutional and Program Quality" (Clifton F. Conrad); and "A Planning, Budgeting, and Evaluation System: Lessons from Experience" (Leif S. Hartmark). (SW)

ED 237 037 HE 016 817

The Quality of Women's Education at Harvard University. A Survey of Sex Discrimination in the Graduate and Professional Schools.
Women Students' Coalition of Harvard Univ., Cambridge, MA.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Ancillary School Services; Course Content; *Females; *Graduate Study; Higher Education; Peer Relationship; *Professional Education; Questionnaires; *Sex Bias; *Sex Discrimination; Sex Stereotypes; Student Attitudes; Student College Relationship; Student Teacher Relationship; *Womens Education
IDENTIFIERS- *Harvard University MA

The educational experiences of female graduate students at Harvard University were studied. Based on 258 responses from an open-ended questionnaire sent to all graduate women in fall 1979, the kind of sex discrimination that occurs at the university is described. The types of experiences that reduce women's equal educational access are also highlighted. Examples of student responses are included to illustrate the kinds of intended and unconscious actions, remarks, and arrangements that women students consider discriminatory. Discrimination reported focused on difficulties encountered in the process of education, including discriminatory treatment by faculty or colleagues; the omission of the experiences and contributions of women from course materials and research; and insensitivity in structure and administration, including the absence of support services. Most women cited the need for more women professors as the key to solving all three types of problems. The methods of collecting, categorizing, and analyzing the information, and the characteristics of respondents are described. Survey questions and study recommendations are included. (SW)

ED 237 066 IR 010 893

Munro-Mavrias, Sandra

Computer Programming by Kindergarten Children Using LOGO.

PUB DATE- 21 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Cognitive Processes; *Computer Literacy; Computer Programs; *Conservation (Concept); Geometric Concepts; *Kindergarten Children; Primary Education; *Programing; *Psychomotor Skills; *Spatial Ability
IDENTIFIERS- *LOGO Programing Language

Conservation ability, spatial motor ability, age, and gender were used as predictive variables in a study of 26 kindergarten children's computer programming ability. A preliminary pilot study with first graders had suggested that programming success was related to the ability to reverse thought processes. In both studies, children were taught to program with the LOGO Turtle using a simplified form of LOGO. The subjects were 12 girls and 14 boys from a kindergarten class of a private school emphasizing creativity. Scores from a school-administered conservation test and from the geometric design subtest of the Weschler Preschool and Primary Scale of Intelligence were used. Students were given a 30-minute computer literacy demonstration and two 20-minute sessions of unstructured exploration with the four LOGO commands for the procedures. Individual posttesting required the child to draw geometric shapes with the Turtle. Results indicated that conservation ability was a good predictor of programming skill although the four variables together did not account for a significant amount of variance in programming ability. A replication of the study with 16 kindergarten children in a French-immersion public school showed that none of the predictors was significant. Six references are listed. (LMM)

ED 237 096 IR 050 517

Barnholdt, B.; Hojer-Pedersen, N.
The ALIS Online Circulation Control System of Danmarks Tekniske Bibliotek. Stockholm Papers in Library and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
REPORT NO.- TRITA-LIB-4086
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Databases; Foreign Countries; Information Retrieval; *Library Automation; *Library Catalogs; *Library Circulation; Library Materials; Library Networks; Library Research; National Libraries; *Online Systems; Systems Development; Union Catalogs
IDENTIFIERS- Batch Processing (Computer Science); *Denmark; Distributed Processing Systems; Library Users

This report on the Automated Library Information Control System (ALIS) of the National Technological Library of Denmark focuses on the circulation control functions of the integrated, distributed processing system, which also functions as an online catalog for a bibliographic database of approximately 120,000 records with library location codes. These records represent the current technological-scientific literature. An examination of the online component of the circulation control system discusses functions available to both borrowers and personnel, functions accessible to personnel only, and publication status for borrowers and for lending personnel. The batch processing component is discussed in terms of functions that produce output for internal use and functions that concern system maintenance. Figures illustrate the ALIS system configuration and functions of the system, and sample screen displays show part of an online session, a listing of current issues of a periodical, reservations for a sample publication, borrower loans and borrower reservations, publications charged out to a borrower, publications reserved, borrower's record, the charging out of a publication, and bar code creation. (LMM)

ED 237 140 JC 830 520

Light, John J.

A Practitioner's Guide to Using and Meeting with Advisory Groups.

National Postsecondary Alliance, Columbus, OH.

SPONS. AGENCY- Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Administrative Problems; *Advisory Committees; College Administration; *Community Colleges; Curriculum Development; *School Community Relationship; Two Year Colleges; Vocational Education

Designed to help community and technical colleges keep their programs up to date with input from business and industry, this guide presents strategies, suggestions, and a rationale for the use of advisory committees. First, the state of the art of advisory groups is examined, providing examples of state-level mandates; citing research findings that inadequate communication, poor organization, and low priority are the most common problems associated with advisory committees; stressing the importance of institutional evaluation of the use of advisory groups; and reviewing innovative uses of these committees. Next, a summary is provided of definitions, types, and uses of advisory committees, with focus on college or school advisory committees; vocational/technical committees; subject, course, or general studies advisory groups; and functional or special advisory committees. Next, operating procedures are suggested, covering philosophy and purpose, departments, membership, staff training, conducting the meeting, and attendance. Case studies of institutions' experiences with advisory committees are followed by a sample manual for committee members and a checklist on the effective use of an advisory group. (LAL)

ED 237 155 JC 830 555

Manikas, William T.
Holistic Teaching.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers; "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Affective Behavior; *Cerebral Dominance; College Curriculum; Community Colleges; Curriculum Development; *Developmental Studies Programs; *Humanistic Education; *Nontraditional Students; Social Change; Two Year Colleges; Two Year College Students

As society becomes more individualized in production techniques and the college-aged population becomes more diverse, education must adjust to help the individual cope with a world full of rapid change. Recent research has opened new doors to understanding how individuals learn, and this understanding should be used to develop programs and instructional methods that will lead to individual growth and creativity and will focus on the affective dimensions of learning. Research on the development and specialization of the brain indicates that traditional middle-class students and traditional edcuational programs tend to be left-hemisphere oriented, while non-traditional students, especially those from urban and poverty areas, tend to be right-hemisphere preferenced. For these students, who excel at holistic and spatial functions and for whom the emotional dimensions of learning are more important than cognitive dimensions, new teaching methods and utilitariun, relevant, multi-sensory, and cross-disciplinary curricula should be developed. Particular care should be used in shaping developmental education. In contrast to currently used models of developmental education which mix regular and remedial education, a full-fledged program is intensive and holistic, focusing on affective-sensory as well as cognitive learning, and containing courses in integrated communication skills, developmental math, and study, survival, and coping skills. (AYC)

ED 236 738 CS 504 438

Friedrich, Gustav W.
The Use of Model Speeches: The Research Base for Live, Taped, and Written Speeches as Models for Improving Public Speaking Skills.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Higher Education; Interpersonal Communication; Literature Reviews; Modeling (Psychology); *Models; *Public Speaking; *Social Behavior; Speech Communication; *Speeches; *Speech Instruction; Theories
IDENTIFIERS- Bandura (Albert); *Theory Practice Relationship

A review of the role of theory and research in the teaching of public speaking reveals that although speech models have been an important pedagogical tool since the beginning of systematic instruction in public speaking, research investigating the value of model speeches is limited. A 1966 survey of 861 instructors in public speaking indicated that while theorists agreed that both good and bad models should be used to illustrate the principles of speech making, few were able to offer specific suggestions on appropriate usage. The few empirical studies on modeling suggest that models enhance skill development but do not reduce performance apprehension more than other techniques such as thinking over speeches before giving them. A. Bandura's social learning theory, however, which focuses on the role of modeling in human behavior, offers a useful framework for further research. It describes four basic functions in modeling (acquiring new, appropriate behavior patterns, facilitating appropriate behavior, removing inhibitions from fear-provoking behaviors, and promoting the direct or vicarious extinction of fear); presents factors influencing the effectiveness of modeling; and suggests variations in the process of modeling. (MM)

ED 236 815 EC 160 833

Warnock, Nancy
Technical Assistance Papers. A Series on PL 94-142 and Related Oregon Laws. Specific Learning Disabilities, Technical Assistance Paper 4.

Oregon State Dept. of Education, Salem. Special Education Section.; Oregon State Dept. of Education, Salem. Student Services Section.; Oregon Univ., Eugene. Northwest Regional Resource Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 82
CONTRACT- 300-80-0720
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Due Process; Elementary Secondary Education; Eligibility; Federal Legislation; *Handicap Identification; *Learning Disabilities; *State Standards; *Student Evaluation; Student Placement
IDENTIFIERS- *Education for All Handicapped Children Act; *Oregon

The paper is intended to provide Oregon schools with guidance on interpretations regarding evaluation of children with specific learning disabilities (LD), as required by the regulations for the Education for All Handicapped Children Act, P.L. 94-142. A list of definitions is followed by guidelines for protection in evaluation procedures with all handicapped children and for re-evaluation. Procedures for evaluating students with specific LD are then summarized, and components of the evaluation process (exclusion of other primary disabilities, criteria of academic achievement, discrepancy between the student's potential and actual levels of learning, psychological processes, and medical aspects) are discussed. Requirements regarding observations and written reports are specified. The final section consists of answers to 17 questions on such topics as student transfer, differences between slow learners and students with specific LD, re-evaluation frequency, timeliness on evaluation, multidisciplinary team processes, and determination of a discrepancy between expected and actual achievement level. Among four appendices are a suggested evaluation compliance checklist and an index of selected screening, intelligence, and diagnostic tests for use with the LD population. (CL)

ED 236 881 EC 161 102

Ownby, Raymond L.
Development of a Scale to Assess Attention Deficit Disorder in Children.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Attention; *Attention Deficit Disorders; *Behavior Rating Scales; *Learning Disabilities; Student Evaluation; *Test Construction

The paper presents results of preliminary work in developing a scale to assess attention deficit disorder in a manner that provides educationally useful information. Based in part on B. Keogh and J. Margolis's component analysis of attending skills in learning disabled children (skills of coming to attention, sustaining attention, and making decisions and including educationally important behaviors such as impulsivity and auditory attending), the scale's preliminary version showed adequate interrater reliability and modest relation to observational criteria. The initial study involved two teachers rating 17 children in classes for the learning disabled. Results indicate the scale's potential usefulness in assessing attention deficit disorder if it can be further developed to provide greater validity in assessing target behavior areas. (Author/CL)

ED 236 913 FL 014 014

Arkansas Foreign Language Handbook: A Guide for Teachers and Administrators.

Arkansas State Dept. of Education, Little Rock.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Audiovisual Aids; Career Education; *Curriculum Development; Educational Resources; Elementary Secondary Education; Guidelines; Instructional Materials; Language Skills; *Second Language Instruction; *Second Language Programs; Student Evaluation; Teacher Associations; Teacher Evaluation; Teaching Methods
IDENTIFIERS- PF Project

The stated objective of this handbook is to provide guidance in foreign language curriculum planning and teaching. Although written specifically for Arkansas educators, most of the resources and ideas are applicable to any foreign language program. Topics covered in the handbook are: (1) student competency goals; (2) descriptions of various teaching methods; (3) alternatives to traditional programs; (4) supplemental small group activities; (5) a skills continuum including listening, speaking, reading, and writing; (6) the benefits to students of taking Latin; (7) testing and evaluation of student and teacher performance including teacher evaluation forms for use by teachers, administrators, and students; (8) professional organizations; (9) extracurricular activities; (10) sources of career education materials; (11) suggestions for using different types of audiovisual equipment; (12) sources of print and nonprint instructional materials; and (13) miscellaneous recommendations for foreign language programs and classes. (DC)

ED 236 980 HE 016 736

Pickens, William H.
Performance Funding in Higher Education: Panacea or Peril?
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Budgeting; College Programs; *Educational Assessment; Educational Finance; Evaluation Criteria; *Financial Support; Higher Education; Instructional Improvement; *Outcomes of Education; Performance; Resource Allocation; *Tax Allocation
IDENTIFIERS- *Performance Budgeting; *Tennessee

The use of performance funding, which provides institutions with income for educational results, was tested in Tennessee. Traditionally, the budget has been separated from performance evaluation, and state formulas have evolved from the need for funding to be objective, comparable, and predictable. The Performance Funding Project in Tennessee, which was started in 1974 by the Tennessee Higher Education Commission, was designed to accomplish the following: to sharpen institutional mission, to complement the enrollment-based formula, to objectively measure educational outcomes, to measure the educational "value added" by each institution, and to promote institutional excellence without competition. After establishing pilot projects and develop[illegible] assessment measures, the Tennessee Commission established [illegible] performance concept within the state's budget formulas. To provide a profile for funding, an Instructional Evaluation Schedule was developed based on the following variables: program accreditation; program field evaluation, institution-wide education outcomes (general education outcomes, placements in vocational fields); instructional improvement based on referent group surveys (students, alumni, community leaders); and planning for instructional program improvement. (SW)

Kinnison, William A.
College Admissions and the Transition to Post-Secondary Education. Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).
American Council on Education, Washington, DC. Task Force on Higher Education Issues.
PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; Admissions Counseling; *Articulation (Education); College Admission; *College Bound Students; *College Preparation; *College School Cooperation; Educationally Disadvantaged; Hearings; High Risk Students; Postsecondary Education; Secondary Education; Teacher Education
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

Perspectives on college admission and problems of articulation between secondary and postsecondary institutions are addressed by a representative of the American Council on Education's Task Force on Higher Education Issues. It is suggested that there is widespread confusion about what colleges require for admission, and that many high school students do not feel compelled to undertake difficult courses. Problems identified by the task force that are exacerbated by the present lack of school-college interactions include: a decline in students' language, study, and computing skills; an increase in youth unemployment and lack of adaptability to technical careers; a lack of integration of instruction from high school to college levels; the inadequate preparation and shortage of teachers; and insufficient understanding of schools and colleges, which impedes student advising. Tentative task force recommendations are offered for improving the quality of college-school articulation, advancing educational standards, and improving the quality of teacher preparation. It is suggested that higher education leaders take the initiative with state boards of education to consider how high school standards can be advanced and how a college preparatory course of study can be developed to mesh with lower-level college courses. (SW)

ED 237 052 IR 010 876

Howson, H. R.; Powell, A. J.

Analysis of Use of a Micro-Computer Driven Classroom Display. Working Paper #82-30.

McGill Univ., Montreal (Quebec).
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Business Education; Computer Oriented Programs; *Design Requirements; Foreign Countries; Graduate Students; Instructional Materials; *Lighting; Management Information Systems; Media Research; *Microcomputers; *Projection Equipment; Screens (Displays); *Visual Aids
IDENTIFIERS- Canada; Electrohome Character Projector; *Instructional Effectiveness; Masters of Business Administration; VisiCalc

The instructional effectiveness of using an IBM personal computer with an Electrohome Character projector and a flat screen to display instructional material was analyzed with 89 students enrolled in a course on management information systems at McGill University. The lesson used was an introduction to VisiCalc, an applications software package, and consisted of a 15-minute introductory lecture followed by a 70-minute presentation, during which time the microcomputer and display projector were used continuously and classroom lighting was dimmed. The display projected was green on black, and a 40-character-per-line mode was used. Following the presentation, students answered a 22-item, multiple choice questionnaire which covered the topics of seating position and classroom environment, perception of the screen display and its usefulness, prior experience with VisiCalc and computers, and knowledge of materials. Classroom environment and screen display were perceived positively. The media were effective for the class size studied, though room lighting and display design were identified as critical variables: concentrated light sources between the subject and the display should be avoided, as well as use of the extreme fringes of the display area. Six references are listed. (LMM)

ED 237 110 IR 050 532

Telecommunications in ARL Libraries. SPEC Kit 98.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

PUB DATE- Oct 83
AVAILABLE FROM- Systems and Procedures Exchange Center. Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., N.W., Washington, DC (single copies $15.00; ARL member price, $7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Libraries; *Computer Oriented Programs; Higher Education; Information Science; *Library Cooperation; *Library Networks; Library Services; Models; Program Descriptions; *Public Libraries; Research Libraries; Standards; *Telecommunications
IDENTIFIERS- Association of Research Libraries; Distributed Data Processing Systems

This 11-document kit introduces the current and planned uses of telecommunications facilities in the computerized information systems of several research libraries, public libraries, and library groups contacted in 1983. The first two documents are excerpts from reports on networks: "Telecommunications: An Overview for OCLC," and "Request for Information, Carnegie Study on Distributed Processing." Seven documents relating to interconnection among libraries are presented: (1) a Columbia University Memorandum; (2) a draft of "Scholarly Communications in the 1990's and Beyond: A Strategic Assessment of the Library and Computing Functions of Columbia University"; (3) excerpts from "University of California at San Diego Telecommunications System Project: Request for Information. Final Report and Recommendation"; (4) excerpts from "Administrative Information Systems Plans," (Yale University); (5) "Network Library System (NLS) Project," (University of Wisconsin-Madison, University of Chicago); (6) "Automated Library Circulation System Communication System Configuration," (Peninsula Libraries Automated Network, California); and (7) excerpts from "Telecommunications Research Paper," by Patricia Copenhaven Rich. Excerpts of "Automation Requirements--The Branch Libraries" from the New York Public Library discuss gateways and links, and excerpts from two papers, "Application Level Protocol Development for Library and Information Science Applications: volume 1, Service Definition," and "Telecommunications Information Center," (The George Washington University), examine standards. Five selected references are listed. (LMM)

ED 237 125 JC 830 494

Richardson, Richard C., Jr.; And Others
Literacy in the Open-Access College.
REPORT NO.- ISBN-0-87589-569-7
PUB DATE- 83

AVAILABLE FROM- Jossey-Bass Publishers, Inc., 433 California St., San Francisco, CA 94104 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Basic Skills; College Administration; *Community Colleges; *Educational Objectives; *Literacy; Open Enrollment; Reading Skills; Two Year Colleges; *Two Year College Students; Writing Skills

Based on a 3-year case study of an open-access community college, this monograph examines the background, causes, and possible resolutions for the decline of literacy in open-access colleges. Chapter 1 presents a working definition of literacy, considers the nature of literacy in a community college setting, and raises issues concerning the impact of the decline of college standards on the student, institution, and society. Chapter 2 describes the curriculum, administration, faculty, and students of the college studied to illustrate the complex, dynamic character of the study setting. After chapter 3 provides a detailed description of teaching and learning in the classroom, chapter 4 looks at reading and writing behaviors required in class activities. Chapter 5 discusses the educational objectives of the college instructors, with a focus on the relationship of course objectives to instructor style, the emphasis on cognitive objectives in the classroom, faculty response to low student literacy skills, and the reciprocal effects of student skills and teacher objectives. In chapter 6, student motives for pursuing education are examined along with the way the institution reinforced and responded to these motives. Chapter 7 examines non-classroom influences contributing to the lack of literacy skills, including inadequate advisement, student placement problems, and special services for non-traditional students. After chapter 8 considers the indirect impact of administrative priorities on classroom literacy, chapter 9 discusses the implications of study findings for administration and instruction in open-access colleges and offers recommendations for promoting literacy. (LAL)

ED 236 769 EA 015 958

Neill, Shirley Boes
How To Plan for Effective Instructional Use of Microcomputers. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Nov 83
AVAILABLE FROM- NASSP, 1904 Association Dr., Reston, VA 22091 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Role; *Computer Assisted Instruction; Elementary Secondary Education; Guidelines; *Instructional Development; *Microcomputers; Models; Needs Assessment; Principals; *Program Development
IDENTIFIERS- PF Project

Planning for instructional use of microcomputers should start with the curriculum, not with computers. Planning is a necessity and it should be a fluid process. A planning model offered by the Minnesota Educational Computing Consortium starts with an analysis of current curriculum to identify the content, skills, and attitudes that are considered important; then determines what kinds of instructional activities are possible using computers; and finally matches the curriculum desires with the computer capabilities. Another approach to planning involves answering the following questions: (1) Which curriculum goals and objectives are to be enhanced by microcomputers? (2) What outcomes are expected and how will their achievement be measured? (3) What software and/or process will be used? (4) What considerations have been made for purchasing hardware? (5) What staff inservice has been planned? (6) Were the intended outcomes achieved? (7) What additional applications should be considered? and (8) What modifications to curriculum goals should be considered? Basic considerations include involving a staff committee in development of the plan; reflecting school goals, needs, and limitations; joining with others to develop a district level plan; remembering that the plan is more temporary than permanent; and making the budget realistic. (DC)

ED 236 801 EA 016 190

Yagi, Kan

Portland Public Schools Supported Private Alternative School Programs: Albina Youth Opportunity School, Lents Education Center, Open Meadow Learning Center. Administrative Summary, 1982-83.

Portland Public Schools, OR. Evaluation Dept.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Academic Achievement; *Disadvantaged Youth; *Dropout Prevention; *Nontraditional Education; *Private School Aid; *Private Schools; *Program Evaluation; Student Needs; Student School Relationship

IDENTIFIERS- *Portland School District OR

Three off campus private alternative schools have been supported, in part, by the Portland, Oregon, Public Schools. The students, mostly high school age, are largely dropouts or on the verge of dropping out of school. Many were referred because of behavior, attendance, or other discipline problems. At least half of the students in each school have had juvenile court involvement, and, for some, enrollment is a probationary requirement. Information is provided for each school on facilities and resources, staff, students, program, and student achievement. The single most significant feature of the schools is the special kind of relationship among staff members and especially with the disenchanted youths. Students receive attention that is consistent in time and quality, and that their homes or regular schools did not provide. (MLF)

ED 236 848 EC 160 866

Ysseldyke, James E.; And Others
Classroom Teachers' Attributions for Students Exhibiting Different Behaviors.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-131
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attribution Theory; *Behavior Problems; Elementary Education; Expectation; *Teacher Attitudes; *Teacher Role

Attributions for students described in case studies as exhibiting immature, unmanageable, or perceptually-delayed behaviors in the classroom were provided by 174 regular education elementary school teachers. The teachers' attributions for the students' difficulties were primarily "other-directed"; student or home factors were most often ascribed for the students' behavior. Teaching related factors were perceived as least responsible. Verbatim responses reflecting the teachers' attributions are included. Findings suggest the possibility that such attributions absolve the teacher of responsibility of succeeding with behavior problem students. (Author/CL)

ED 236 864 EC 160 885

Tucker, James A.
Non Test-Based Assessment: Trainer Manual
Minnesota Univ., Minneapolis. National School Psychology Inservice Training Network.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 81
GRANT- G00784657
AVAILABLE FROM- National School Psychology Inservice Training Network, Psychology in the School Program, N532 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($72.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Curriculum; *Disabilities; Elementary Secondary Education; *Informal Assessment; *Interviews; *School Psychologists; *Student Evaluation; Workshops

The manual presents information for school psychologists on non-test-based assessment for children with suspected handicapping conditions. The information is provided in a workshop format, with instructions for presenters (objectives, content outlines, and lesson plans). It is explained that non-test-based assessment is meant to complement standardized norm-referenced methods. Each of four units includes a user's guide, script for the presenter, transparencies to be used in the session, workbook activities, and a resource guide. The first unit presents an introduction and overview to non-test-based assessment, including information on variables producing assessment errors and common categories of a comprehensive individual assessment. The second unit focuses on observation based assessment with attention on data collection and behavior measurement. Interview based assesssment is the topic of the third unit which considers, among other subjects, interviewing skills, components of effective interviews, and analysis of interview data. The final type of assessment data discussed is curriculum based assessment. Among areas covered are its applications to reading and mathematics. (CL)

ED 236 948 HE 016 286

Use Your Mailbox To Go Back to School.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Correspondence Schools; *Correspondence Study; Educational Trends; *External Degree Programs; Higher Education; Home Study; Postsecondary Education; Program Descriptions; *Proprietary Schools; Resource Materials; Vocational Education
IDENTIFIERS- PF Project

Correspondence courses are a growing alternative to conventional on-campus courses. The main reasons that so many people choose this type of education are that it is more convenient, usually faster, and normally less expensive. There are two kinds of schools that offer correspondence courses: proprietary and postsecondary. Proprietary schools include privately owned, profit-making schools that provide home study courses of a technical or vocational nature. Postsecondary schools include public and private colleges and universities that offer home study courses, some of which lead to a degree. Although most proprietary and postsecondary schools are reputable, there are some which employ unethical practices. It is wise to investigate a school's accreditation or reputation before enrolling in courses. Both types of schools have accreditation agencies which can be contacted. If the goal is to earn a college degree, then correspondence courses may be combined with past credits and experience to earn an external degree. External degrees are growing in acceptance with employers and probably will be universally accepted in the near future. This document includes an annotated list of five books and pamphlets for more information about correspondence courses and external degrees. (DC)

ED 236 966 HE 016 312

Ingalls, Zoe
Ideas: Mercy College's Sociology Department Tries New Ways to Select Textbooks.
PUB DATE- 28 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Evaluation Methods; Higher Education; Program Descriptions; Sociology; Teacher Participation; Textbook Evaluation; *Textbook Selection
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Choosing the textbook for an introductory course can be a frustrating, haphazard, and time-consuming process. This year, members of the sociology department at Mercy College tried a selection process that eliminated at least the first two of those three problems. To begin, the department sent letters to all companies that publish introductory sociology textbooks, inviting them to come to the campus and give a presentation on the merits of their texts. They were also asked to forward a review copy for each member of the department. "We told the publishers that the book selected would be used for the next two years in all sections, thus representing a significant sale," says Mary C. Kraetzer, professor of sociology. Faculty members had two weeks to review each text. The department scheduled a Saturday meeting with publishers' representatives, who made 10-minute presentations on behalf of their texts, then answered questions. In addition, some representatives met with individual faculty members before the presentations, "thus enabling the reps to respond to particular faculty interests and provide books for consideration in specialty courses," Ms. Kraetzer says. After a luncheon with the publishers' representatives, the faculty members met to make a decision. This year, 15 books were under consideration. To make an initial cut, faculty members were asked to submit a list of from one to five choices. The group agreed to drop from consideration any books having only one or two votes. A second cut pared the list to five texts. The third vote produced a clear choice. Although the process was time consuming, Ms. Kraetzer says, "it engendered a systematic and thorough effort and proved satisfactory to faculty and publishers' representatives alike." As an added benefit, she says, it provided for "a serious examination of alternative texts." For more information, contact Mary C. Kraetzer, professor of sociology, Mercy College, 555 Broadway, Dobbs Ferry, N.Y. 10522. (Author)

ED 237 008 HE 016 786

Monahan, William G.; And Others
Fiscal Conditions and Implications in Selected Schools and Colleges of Education in Comprehensive Universities, 1982-83.
Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities.
PUB DATE- 31 May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Responsibility; Case Studies; *Change Strategies; College Planning; College Role; *Financial Problems; Financial Support; Higher Education; Problem Solving; *Resource Allocation; *Retrenchment; *Schools of Education; School Surveys; Teacher Attitudes
IDENTIFIERS- *Comprehensive Universities

Financial problems confronting schools and colleges of education in major, comprehensive universities were assessed. Interviews were conducted to determine current resources and collegiate missions. Each institution indicated which of four categories described its circumstances: downsizing, eroding, treading, or enhancing. The role of leadership strategies was addressed and recommendations were offered for deans regarding such problems as academic policies. Eighty-one universities described themselves in July 1982 and again in January 1983. As part of a second survey, comments were solicited from deans who wanted to clarify their current circumstances. Selected statements from deans are included. Of the 32 institutions indicating some change in status from July 1982 to January 1983, 19 moved down in status and 13 moved up. Based on visits to 24 colleges and their survey responses, observations are offered about the following issues: the nature of fiscal problems, planning, the information environment, faculty concerns and involvement, and the graduate-undergraduate dilemma. Five case studies are also included. In addition, five patterns of retrenchment and criteria for planning allocation decisions are suggested. Strategies for alleviating the consequences of fiscal problems are also recommended. (SW)

ED 236 785 EA 016 171

Patterson, Arlene H.
Management Training for School Leaders: The Academy Concept. Fastback 198.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-198-8
PUB DATE- 83
AVAILABLE FROM- Publications, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Responsibility; *Administrators; Elementary Secondary Education; *Leadership Training; *Management Development; Needs Assessment; Principals; *State Departments of Education; *State School District Relationship
IDENTIFIERS- Florida Academy for School Leaders; Maryland Professional Development Academy; North Carolina Leadership Institute for Principals; Pennsylvania Executive Academy; South Carolina Administrators Leadership Academy

School leaders are finding that they are often not equipped to assume the responsibilities of their roles as principals and superintendents. Responding to the needs of educational executives are the "academies" that are funded, supported, and sometimes staffed by state education agencies. Today there is an increasing number of academy programs offered by education agencies. Currently, 8 states (Alabama, Colorado, Florida, Georgia, Maryland, North Carolina, Pennsylvania, and South Carolina) have management training programs at the state level, and 12 states have programs available through public education agencies. Five of the most sophisticated academies are described and it is suggested that these might serve as models for other states. (MLF)

ED 236 831 EC 160 849

Ferguson, Dianne; Searl, Stanford J., Jr.
The Challenge of Integrating Students with Severe Disabilities.
Syracuse Univ., NY. Special Education Resource Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 300-80-0723
AVAILABLE FROM- Special Education Resource Center, Syracuse University, Room 400, Huntington Hall, 150 Marshall St., Syracuse, NY 13210 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Educational Philosophy; Elementary Secondary Education; *Mainstreaming; *Multiple Disabilities; *Severe Disabilities; Success; Teacher Attitudes

The paper examines three case studies to illustrate problems and benefits involved in attempting to integrate severely handicapped persons into community and classroom settings. The authors discuss the integration efforts for two children with severe/multiple handicaps and one with autism and report on findings from site visits across the United States and intensive case studies in New York State. Among integration efforts noted are mainstreamed lunch, art, and music groups; shopping as a community skills program for high schoolers; and inclusion of multiply handicapped child into small group kindergarten play. Reluctance of some teachers and administrators is considered along with new ideas of education held by others who have successfully integrated severely handicapped students. Three approaches to education (clinical-treatment perspective, functional life skills perspective, and developmental learner perspective) are discussed, and the advantages to integration of the whole life/functional perspective are stressed. (CL)

ED 237 038 HE 016 818

Boice, Robert
Which Factor, Teaching or Writing, Contributes More to Faculty Development?
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Faculty; *Faculty Development; Higher Education; *Instructional Improvement; *Productivity; *Scholarship; Teacher Attitudes; *Teaching Skills; Work Attitudes; *Writing (Composition)

The effect of a highly-structured faculty development program that focused on improving teaching skills and writing productivity through weekly individual sessions was studied with 16 social sciences faculty. Participants were alternatively assigned to one of four groups that emphasized development in teaching skills, writing productivity, or a combination of both. In the writing program, faculty contracted for a regimen of time management with a priority on brief, daily periods of undisrupted writing. In the teaching skills program, faculty began with a structured sequence of role-playing and were then evaluated using videotape feedback. The following teaching skills were assessed: postural and vocal relaxation, use of expressive gestures, and organization and enthusiasm in lecturing. At weekly meetings, participants completed the Scholarly Activities Rating Scale (SARS) in order to assess their involvement in and attitudes toward a wide range of scholarly activities assumed to be relevant to faculty development. Findings indicate that emphases on both writing and teaching produced clear improvements in dimensions such as teaching success, teaching/work eagerness, and burnout. Scholarly writing appeared to produce a broad range of self-rated improvements in scholarly activities. A SARS form is appended. (SW)

ED 237 082 IR 020 033

Zeitz, Leigh
Writing Software for Education.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Elementary Secondary Education; Guidelines; *Instructional Development; *Material Development; Teacher Developed Materials
IDENTIFIERS- PF Project

The guidelines in this article help in developing educational software. The first rule is that educators should not develop software for education, but should develop an "educational system" that uses software. The distinction is that the former is primarily concerned with the computer and its requirements while the latter focuses on educating the student. The steps involved in developing a system are: (1) specify goals; (2) specify objectives; (3) decide on an instructional method; (4) analyze the audience; (5) evaluate the continuum; and (6) write the system and any computer programs it may require. An educator does not need to be a programmer; professionals can translate the description into a program. The final step is to field test the system and make any necessary changes. (DC)

ED 237 097 IR 050 518

Alexander, Ernest R.; Judd, Lynne B.
Coordinating the Organization of Library Services in Metropolitan Milwaukee.
Wisconsin Univ., Milwaukee. School of Architecture and Urban Planning.
REPORT NO.- R83-1
PUB DATE- Mar 83
AVAILABLE FROM- Center for Architecture & Urban Planning Research, School of Architecture & Urban Planning, University of Wisconsin-Milwaukee, PO Box 413, Milwaukee, WI 53201 ($1.00 to cover postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Costs; Institutional Cooperation; *Interlibrary Loans; *Library Administration; Library Circulation; Library Expenditures; Library Networks; Library Services; *Organizational Change; Planning; *Public Libraries; *Resource Allocation
IDENTIFIERS- *Milwaukee Federated Library System

A study commissioned by the Milwaukee Federated Library System identified problems and proposed organizational strategies towards their solution. A manifest problem with research and reference service cost allocations led to Milwaukee County's withholding of funds, while latent problems were identified in the interlibrary book circulation system. Five alternative organizational configurations for this metropolitan interlibrary system were developed and evaluated. Tentative assessment suggests that an organization similar to the existing system but without county participation would be both feasible and effective, though reconsideration of system-state relationships and possible amended legislation might be required. Prevailing cost allocations were recognized as a basic problem threatening eventual disintegration of the system. Alternative approaches to estimating and allocating service costs were simulated for selected services, and analyzed to develop recommendations for negotiating new rate structures. Recommendations were made for the system's organization and governance, and for modification in system-state relations. (LMM)

ED 236 739 CS 504 439

Thorpe, Judie Mosier
Towards an Audience Centered Debate Paradigm: An Examination of Some Existing Models. National Conference on the Development of

Forensics: An Examination of the Last Decade in Forensics Viewed from the Perspective of the Recommendations of Sedalia.
PUB DATE- 11 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Audience Participation; *Citizen Participation; Communication Research; *Competition; *Debate; Enrichment Activities; Higher Education; Models; *Persuasive Discourse; Program Development; Public Speaking; Secondary Education; Speech Communication; *Speech Curriculum; Speech Instruction
IDENTIFIERS- *Debate Tournaments

A survey of 80 department chairpersons, directors of forensics, and debate coaches indicated an increased use of nontraditional, audience-centered debate paradigms since the National Developmental Conference on Forensics issued its report advancing alternative debate options during the 1970s. Report recommendations on expanding the role of tournament competition included the following: (1) providing forensic opportunities for a changing student population, (2) using forensics to influence public affairs, (3) building a supportive relationship between forensics educators and other members of the speech department, (4) developing ties with international programs, (5) offering a variety of forums to discuss significant contemporary issues, (6) developing course sequences in argumentation, and (7) preparing students for inquiry and advocacy roles on public policy. Survey respondents reported using 15 different alternatives to the traditional debate paradigm, listing the pro-con forum most often. They indicated a number of benefits of audience centered debates, including increased visibility for the forensics program, opportunity for audience analysis, and educational experiences for students. The potential for research in forensics increases as the debate paradigm continues to expand. (MM)

ED 236 754 EA 015 885

Austin, Gilbert R.

Exemplary Schools and Their Identification.

PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Journal Articles (080)
DESCRIPTIONS- *Academic Achievement; *Educational Assessment;
Educational Improvement; *Educational Research; Elementary Secondary Education; Leadership Styles; Parent School Relationship; Principals; Regression (Statistics); Research Methodology; *School Effectiveness; Student Attitudes; Teacher Characteristics; Teaching Methods
IDENTIFIERS- *Exemplary Schools

Analyzed in this report is salient research on exemplary schools based on alternative models of identifying exemplary programs by expert judgment or by regression analysis. The conclusion is that characteristics of exemplary schools are remarkably similar regardless of how they are identified, supporting the view that the characteristics are generalized rather than method-specific. A summary of research findings outlines characteristics including: principals' leadership and instructional training; teachers' high expectations and effective classroom management techniques; students' sense of control of their destiny and belief in hard work; parents' involvement and perception of belonging to an educational partnership; high expectations for all students and staff; organizational principles including high priority for instructional activities; instructional practices such as clear identification of academic objectives, use of small groups or individualized instruction for reading and mathematics, direct instruction, and consideration of students' prior learning and learning styles. The alternative methods of exemplary school identification are judged valid, and the high performance of exemplary schools is not to be accounted for by chance or statistical error. Pinpointed as key elements of exemplary schools are the principal's leadership style and the high number of mediating structures, or adult interpretations, that reflect positively on students' abilities. Policy implications are drawn. (MJL)

ED 236 882 EC 161 103

Kasten, Katherine; And Others
Nebraskans Serving Secondary Special Education Students: Case Studies of Successful Programs.
Nebraska Univ., Omaha. Coll. of Education.
SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cooperative Programs; *Demonstration Programs; *Disabilities; Prevocational Education; Program Descriptions; *Program Effectiveness; *Secondary Education; *Success; Vocational Education; Work Experience Programs
IDENTIFIERS- Nebraska

The booklet, part of a project to identify successful secondary programs serving special education students in Nebraska, describes 12 programs. The 12 programs were selected from 27 nominations on the basis of service delivery approach, disability served, and success. The 12 sites were visited and staffs were interviewed. Eight programs are described in detail, and four are briefly covered. Descriptions touch on background, salient characteristics, and evaluation of the program. Projects described focus on daily living and vocational skills, cooperative vocational approaches in a rural area, prevocational experiences associated with community sites for mentally retarded students, work study experience programs, an employment exploration program, engineered classrooms, and a multicategorical resource center. A concluding section summarizes 12 characteristics of successful programs, including a strong instructional staff, strong administrative support, effective communication skills, a curriculum based on developing independent life skills and preparing for careers, and support from community advisory and parent groups. (CL)

ED 236 896 EC 165 120

Pierson, Margaret Hauser
Notes to Parents - When Your Child Has Undergone Amputation.
Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- Dec 82
AVAILABLE FROM- Media Center, Meyer Children's Rehabilitation Institute, 444 South 44th Street, Omaha, NE 68131 ($2.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adaptive Behavior (of Disabled); *Amputations; *Body Image; Emotional Adjustment; *Grief; Normalization (Handicapped); *Prostheses; *Self Care Skills
IDENTIFIERS- PF Project

Designed to provide parents with basic information about the physical and emotional aspects of amputation, the booklet gives information about the grief response, body image, phantom limb sensation, stump care, and the prosthesis. The section on the grief process describes normal reactions to loss: denial, anger, bargaining, depression, and acceptance. The second section gives five suggestions for helping a child rebuild his body image. Section 3 focuses on helping children accept phantom limb sensations. The section on stump care includes reference to exercise, skin care, and wrapping. Following the section dealing with care of an artificial limb (prosthesis), the booklet presents potential sources of information and of assistance with the expense of medical care for the amputee. (LH)

ED 236 931 FL 014 087

Larsen-Pusey, Mary Ann; Park, Cynthia Darche
What We Know about Language Acquisition and Its Implications for Practice.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *English (Second Language); Grammar; Language Proficiency; Language Research; *Language Tests; *Limited English Speaking; Oral Language; Secondary Education; Second Language Learning; Student Evaluation; Test Construction; Test Reliability; Test Validity

Research into language acquisition is reviewed and implications for practice are discussed. The research stemmed from the State of California's mandate to use specific oral language instruments for identifying students who are limited English speakers. The development of a test to identify and place English as a second language students in appropriate classes is discussed. This test was also designed to give the teacher useful diagnostic information. The design and statistical analysis of the grammar portion of this test is highlighted. Empirical evidence supporting a developmental rationale for the acquisition of grammatical proficiency in school settings is evaluated. It is shown that the language learner is an active participant in the learning process and uses three psychological strategies (simplification/reduction, generalization/expansion, and differentiation/distinction) to move along a continuum of language performance. In addition, the acquisition process is integrative; that is, the learner is not acquiring the negative in isolation of other inflections. A properly constructed test permits a teacher to look at the incorrect choices students make across a number of structures and thus to gain a good indication of their stage of acquisition and the types of structures they are acquiring. (RW)

Pickens, William H.
Government Finance of Higher Education in the United States of America in the 1980s: Some Predictions and Perspectives.
PUB DATE- Sep 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Budgeting; Economic Factors; *Educational Finance; *Federal Aid; Federal Government; Financial Policy; *Government School Relationship; *Higher Education; Inflation (Economics); *Public Policy; Resource Allocation; *State Aid; Trend Analysis

The role of the U.S. government in higher education finance and the ability and willingness of the states to support higher education at past levels are discussed. In the United States, financing is decentralized and pluralistic: federal, state, and local governments--as well as students, alumni, and private enterprise--all contribute. The states, which have the basic responsibility for education, have organized their institutions and finance systems differently. In terms of each state's ability to support higher education, the support for all public services has been eroded by the tax revolt of the late 1970s and by inflation. In addition to enrollment declines, there are other reasons why higher education may face reduced state revenues, including the belief of some legislators that many students can afford to pay more for their education and the fact that institutional budgets are not specified by statute. Four phases of federal activity since World War II illustrate how incentives have changed for institutions: (1) benefits for GI's, 1946-1957; (2) the reaction to Sputnik, 1958-1966; (3) access and civil rights, 1967-1980; and (4) and the new federalism under President Reagan, 1981-. The size of federal aid influences the state's design of its finance system. (SW)

ED 236 995 HE 016 766

Newell, Barbara; And Others
Recommendations of the Center Study Group on Postsecondary Education. Letter of Transmittal and Executive Summary: Description of Five Proposed Research Centers.
National Inst. of Education (ED), Washington, DC.

PUB DATE- 30 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Agency Role; Economic Factors; Educational Cooperation; Educational Facilities; *Educational Finance; *Educational Research; Federal Aid; Governance; Labor Force Development; *Postsecondary Education; *Regional Laboratories; *Research and Development Centers; *Research Needs
IDENTIFIERS- *Mission Statements; *NIE R and D Centers and Regional Educational Labs

Five mission statements for proposed National Institute of Education-supported research centers on postsecondary education are presented to the Director of the National Institute of Education (NIE). Mission statements are provided for the following proposed centers: Center for Research on Postsecondary Learning, Center on Investments in Education and Training for a Stronger Economy, Center for the Study of Finance and Governance in Postsecondary Education, Center on the Research Enterprise in Higher Education, and Center for Research on Postsecondary Education Facilities. Recommendations of the lab and center study group include: (1) regional laboratories should include all sectors of education within their scope and service; (2) NIE should consider sponsoring center research programs in five areas (postsecondary learning; education, the workforce, and productivity; postsecondary governance and finance; research; and facilities); (3) five principles should be followed in organizing the competition for labs and centers (quality of staff, flexibility, coherence and continuity, center cooperation, and dissemination); (4) NIE should conduct a series of staff studies, regional workshops, and conferences focusing on how colleges might evaluate and test products, services and technologies; and (5) parallel research activities that complement the work of the centers should be supported. (SW)

ED 237 067 IR 010 894

Meeting of Experts on Co-operation among Regional Communication Training Institutions. Final Report. Paris, France, April 19-22, 1983.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- COM-83/CONF.627/3

PUB DATE- 17 Jun 83

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Clearinghouses; Curriculum Development; Developed Nations; Developing Nations; *Educational Media; Females;

*Information Networks; International Organizations; Material Development; *Media Specialists; Meetings; Needs; *Professional Training; Staff Development

IDENTIFIERS- *UNESCO

Cooperation among institutions, ways of facilitating exchanges of specialists and experience, and the joint development of learning resources were examined in a meeting of leaders from 31 regional training institutions from all world regions. Part of UNESCO's long-term concern with the training of media professionals, the meeting opened with a presentation by Antonio Pasquali, Deputy Assistant Director-General for the Communication Sector, who discussed UNESCO's professional training programs. Reports presented by participants in plenary sessions focused on specific regional training problems and needs, with emphasis on the trainer and training methods, curricula, training materials, new techniques, and the need for greater regional and interregional cooperation. Participants then separated into two working groups to formulate recommendations concerning cooperation with international and regional communication training organizations, staff development, curricula, textbooks, and training materials, specialist needs, women in the media, research and evaluation, and clearinghouses and miscellaneous needs. The 36 consolidated recommendations which resulted were adopted by the meeting at its final plenary session. An annex lists participants, observers, organizations of the United Nations System, and the UNESCO Secretariat. (LMM)

ED 237 141 JC 830 521

Norton, Robert E.; And Others

Develop and Implement a Competency-Based Education Program. Module CBE-1.

National Postsecondary Alliance, Columbus, OH.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Community Colleges; *Competency Based Education; Inservice Education; Learning Modules; *Program Development; Two Year Colleges

This module contains 11 sequential learning experiences designed to provide educators with background information and opportunities to develop plans for implementing competency-based education (CBE) programs within their institution. Following introductory material focusing on the organization and objectives of the module, resources required for its use, and key terms, the 11 units are presented. Each includes enabling objectives, activities to assist in objective fulfillment, and feedback devices. After completing the series, educators should be able to: (1) demonstrate knowledge of the essential elements and desirable characteristics of CBE programs; (2) determine how their institution should identify competencies for its occupational programs; (3) determine the best approach to providing materials for the institution; (4) determine how students and teachers will be oriented to new roles; (5) plan for the development and use of appropriate evaluation instruments and grading procedures; (6) determine program features best suited to the needs and characteristics of the institution and its students; (7) describe options most appropriate for the institution's mode of operation; (8) determine strategies for implementing a CBE program; (9) prepare a total plan for program implementation; (10) complete the workshop evaluation form and submit a copy of the CBE implementation plan; and (11) within their own institution, develop and implement a CBE instructional program. (LAL)

ED 237 156 JC 830 557

Trachy, Carole Law
Classics, Quilting and Computers.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Objectives; Humanities Instruction;
*Liberal Arts; Technological Advancement; Two Year Colleges

Many students have been taught to analyze, to memorize, and perhaps to synthesize, but few have been encouraged to be creative--a necessity for being truly satisfied, successful, and happy with one's life. To develop creativity, education should focus on an updated version of the 3 R's: Rationale, Reason, and Resourcefulness. Rationale involves making the purpose of educational pursuits clear to students by stressing the usefulness and value of liberal arts skills, such as listening, perceiving, questioning, and applying logic and order. Reason can be reinforced by using a Socratic teaching method to make students look within themselves, rather than to the teacher, for answers. Resourcefulness involves leading students to their own satisfying analysis of ideas based on understanding of their value systems. Two additional R's could be added to this list: helping students take Responsibility for their own education and Reach for their fullest potential. To satisfy the self-motivated student, who is seeking knowledge rather than grades, educators must blend traditional liberal arts skills with the skills of computers and other new technologies, combining the best of the old with the best of the new. (AYC)

ED 236 802 EA 016 191

Worthen, Blaine R.

Technical Assistance to Local Education Agencies: A Manual for Technical Assistance Providers and Recipients.

Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.; Wasatch Inst. for Research and Evaluation, Logan, UT.

PUB DATE- Aug 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Consultation Programs; Elementary Secondary Education; Models; *Program Development; *School Districts; *State School District Relationship; *Technical Assistance

IDENTIFIERS- *Utah

As a result of an evaluation of Title IV programs commissioned by the Utah State Office of Education, this manual addresses the needs of government agencies in providing technical assistance, such as proposal and report preparation or budget management, to local education agencies. Emphasis falls on the funding of technical assistance services, particularly on the relative merits of various funding sources. The following seven other issues in providing assistance are also considered, along with questions relevant to developing or operating a technical assistance system: (1) developing guidelines for technical assistance services, (2) identifying and maintaining a pool of qualified technical assistance personnel, (3) encouraging client agencies to use assistance programs, (4) keeping records of assistance requests, (5) delivering technical assistance to suit clients' needs, (6) evaluating assistance programs, and (7) providing models for local agency initiatives. Appendixes include a set of sample guidelines for services, samples of memoranda and forms requesting and logging technical assistance, and examples of acceptable final reports to the state from local agencies. (JW)

ED 236 816 EC 160 834

Parent Surrogate Handbook.

Maryland State Dept. of Education, Baltimore. Office of Special

Education.; Mid-Atlantic Regional Resource Center, Washington, DC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-80-0718
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Advocacy; *Disabilities; Elementary Secondary Education; *Handicap Identification; *Individualized Education Programs; Parent Role; State Standards; *Student Evaluation; Student Placement
IDENTIFIERS- *Maryland; *Surrogate Parents

The manual is intended to help parent surrogates carry out their role by providing an overview of the special education decisionmaking process in Maryland. The parent surrogate is responsible for representing the child in all matters relating to identification, evaluation, educational placement, and programing. Roles of the parent surrogate are specified for the following areas of the decisionmaking process: referral and screening; evaluation by the Admission, Review, and Dismissal Committee; individualized education program (IEP) development and student placement; initial and annual IEP reviews; and reevaluation. More than half of the handbook is composed of two appendixes with such information as state and national resources for information and assistance, definitions of handicapped children, and a description of the continuum of services offered in Maryland. (CL)

ED 236 849 EC 160 867

Skiba, Russell J.

The Relationship between Classroom Management Strategies and Student Misbehaviors.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-133
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Problems; *Classroom Techniques; *Teacher Behavior
IDENTIFIERS- *Classroom Management Observation Scale

Because research has determined that specific management techniques can have an effect on the classroom behavior of students, an observational rating scale was developed to assess the type of management techniques six elementary teachers in a program for behaviorally disordered children used to control behavior. Correlational analyses were used to determine the relationships among teacher behaviors, and between teacher behavior and measures of student misbehavior. Results clearly showed the importance of direct management variables over indirect structuring variables, and in particular the importance of managing inappropriate behavior. Appended materials include operational definitions for the classroom management observation scale (CMOS) and information on the technical characteristics of the CMOS. (Author/CL)

ED 236 914 FL 014 066

Eubanks, Audrey Cochran; Ferguson, William F.
Learning of Nouns under Three Treatments with Students of English as a Second Language.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Adult Students; *English (Second Language); Higher Education; Nouns; Second Language Instruction; Second Language Learning; Spanish Speaking; *Teaching Methods; *Vocabulary Development; Word Recognition

The effectiveness of three teaching techniques used by native speakers with students of English as a second language was studied. The three techniques were presenting a word in isolation, in combination with a picture, and in a sentence. The study included a 24-hour interval between teaching and testing to determine which method was more effective in word retention. All subjects were Spanish-speaking adolescents and adults. The use of pictures facilitated the identification of target words in initial learning situations. However, for retention purposes, presentation of the new word in a sentence context was the superior method. Also for retention purposes, presenting the word in isolation was superior to presenting the word with a picture. It is suggested that teachers and curriculum designers should consider a combination of pictures and contextual presentation of new words for non-English speaking students. (RW)

ED 236 949 HE 016 287

Von Laue, Theodore H.

In Honor of Teaching.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Instruction; College Students; *Educational Objectives; Educational Philosophy; Global Approach; Higher Education; History Instruction; Interdisciplinary Approach; Opinion Papers; *Student Teacher Relationship; *Teacher Role; Teaching Styles
IDENTIFIERS- PF Project

The purpose of college teaching is to promote book learning--a type of learning which is repressive of people's natural curiosity. It is the duty of teachers to help students be what they do not want to be; therefore, they need to proceed with charity, affection, and selflessness. In teaching, communication proceeds on three levels: (1) formal academic instruction; (2) moral communication; and (3) subliminal communication. Good teaching should be invisible so that students do not know they are being taught. Students are products of their parents and society; they must be accepted as they come. Teachers are at the mercy of their students' attitudes and knowledge. If students lack basic skills, instruction in higher forms of knowledge must be set aside. A knowledge explosion is occurring which needs to be transmitted to students. The best means for this is through an interdisciplinary approach with a world-wide perspective. This is particularly important in teaching history. History teachers should broaden their studies from a traditional western-oriented perspective to a global perspective. (DC)

ED 237 009 HE 016 787

Panel on Performance Expectations in American Education. Summary Report. (Philadelphia, Pennsylvania, April 30, 1982).
National Commission on Excellence in Education (ED), Washington, DC.
PUB DATE- 6 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; *Academic Standards; College Entrance Examinations; College Faculty; *Educational Objectives; *Educational Quality; Education Work Relationship; Employers; *Expectation; Hearings; Higher Education; Professional Associations; State Boards of Education
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

Issues concerning performance expectations in American education are summarized in a staff report of a panel of the National Commission on Excellence in Education. Discussion topics included: who is responsible for stating expectations for student learning; whether expectations for the American educational system differ significantly from those of other advanced industrial democracies, and the impact of clarifying expectations on student performance and the behavior of schools/colleges. The panelists included employers from the public and private sectors; college faculty and members of learned societies representing the disciplines of biology, history, and foreign languages; state agency officials responsible for the oversight of requirements for diplomas; and representatives of national independent educational organizations. Findings/themes included the following: expectations are a combination of objectives and standards; employers' expectations for postsecondary graduates entering white collar jobs reflect a desire for generalists, not specialists; there is considerable repetition in American education; and there is a national curriculum, with local and regional variations, that is reinforced by expectations implicit in the College Board Achievement Tests. (SW)

ED 237 023 HE 016 801

Rodriguez, Carmelo

Selected Topics on Hispanic Access to Higher Education. Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).

Aspira, Inc., IL.

PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Advising; *Academic Persistence; *Access to Education; Admissions Counseling; *College Admission; College Curriculum; College Entrance Examinations; College Students; Employment Practices; Enrollment Trends; Hearings; Higher Education; *Latin Americans; *Mexican Americans; School Community Relationship; School Personnel; Standardized Tests; Student Attrition; Student Financial Aid; Student Recruitment
IDENTIFIERS- Excellence; *Illinois; National Commission on Excellence in Education; *TRIO Programs

The status of Latino admissions, enrollment, and retention in Illinois colleges and universities is summarized. Information is presented on the March 1979 Hispanic population 25 years old and over, by years of school completed, type of Hispanic, and age. Income data for 1978 are also provided. In addition, attention is directed to TRIO program access by Illinois Latinos and the use of standardized testing in Hispanic admissions to Illinois colleges. Recommendations are offered for recruitment and admissions, counseling, financial aid, staffing practices, curriculum, parent and community participation, and research. The recommendations include the following: a bilingual/bicultural recruiter should be available for Latino students; admissions policies should be flexible if bilingual/bicultural students are to overcome the barrier that standardized tests present; counselors for Latinos should be able to communicate effectively with Spanish-speaking students; counselors should help students explore a full range of career and educational opportunities, and not only those offered by vocational schools and nonprofessional programs; and financial aid officers should work with Hispanic organizations in making financial support available to undergraduate and graduate students. (SW)

ED 237 053 IR 010 877

Johnson, W. Lewis; And Others

Classifying Bugs Is a Tricky Business.

Yale Univ., New Haven, Conn. Dept. of Computer Science.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

REPORT NO.- YaleU/CSD/RR#284

PUB DATE- Aug 83

CONTRACT- N00014-82-K-0714

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Classification; Cognitive Processes; *Computer Programs; Computer Science Education; Design Requirements; *Error Patterns; Higher Education; *Human Factors Engineering; *Online Systems; *Programing; Remedial Instruction; Systems Development

IDENTIFIERS- *Debugging Aids; PASCAL Programing Language; Tutorial Mode

Argues that a computer-based programming tutor for novice programmers needs to take into account not only the types and frequency of bugs found in the programs, but the intentions and knowledge state of the programmer. A first version of such a program was developed on the basis of the bug types found in a number of pencil-and-paper studies with student programmers, and was classroom tested with students learning to program in Pascal. In the process of testing, the operating system automatically collected a copy of each syntactically correct program the student programmers attempted to execute while sitting at the terminal. This paper focuses on the hand analysis of the first syntactically correct program that students generated for their first looping assignment, i.e., 204 programs. Observations made while trying to build a bug classification scheme are described, including the actual details of the bugs found and their frequency. Techniques for specifying the programmer's intention are presented, and problems associated with each type of specification in developing an accurate picture of bug types and bug frequency are pointed out. It is argued that the understanding provided by a plan analysis of the buggy program stands a better chance of reflecting the origins of bugs than other techniques currently used. Twelve references are provided. (LMM)

ED 237 083 IR 020 050

Zausmer, Russell
Microcomputers: An Introductory Guide. Centering On.
New York City Teacher Centers Consortium, NY.
PUB DATE- 82
AVAILABLE FROM- New York City Teacher Centers Consortium, 260 Park Avenue South, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Computer Assisted Instruction; Computer Literacy; Computer Programs; *Educational Practices; Educational Resources; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Microcomputers; Models; Resource Materials
IDENTIFIERS- PF Project

Arranged in six sections, this booklet provides teachers and administrators with basic information and resources on the educational uses of the microcomputer. Section 1 uses a question and answer format to address concerns teachers frequently have about the effects of computer education on their teaching. Questions covered include effects on teaching jobs and the need for and time involved in learning to use the computer. Section 2 describes the main parts of the computer, while section 3 reviews the features and operation of the 5 most popular microcomputers used in schools. Section 4 outlines the three ways microcomputers are generally used in education: ccomputer assisted instruction (CAI), computer literacy, and administrative aid. A model for establishing a modest computer center is provided in section 5. Discussion centers around factors to consider in room choice, classroom procedure, and offered activities. The remainder of this booklet contains resource materials, including a hardware evaluation checklist, software evaluation procedure, an educational software directory, two bibliographies, and a glossary of computer terms. (LP)

ED 237 111 IR 050 533

Dosa, Marta L.
Trends in the Education and Training of Information Professionals in North America.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Cooperation; Educational Development; *Educational Trends; *Information Science; Information Scientists; *Library Education; Library Research; Library Science; Policy Formation; *Professional Education; Research Needs; Technological Advancement
IDENTIFIERS- Information Sector; *North America

This discussion of the education and training of information professionals in North America includes comments on issues in the preparation of librarians, information scientists, information resource managers, archivists, and records managers. It concentrates on trends in the information sector rather than specific programs, indicates broad societal currents and relationships that are assumed to influence educational trends in North America, highlights controversial issues, and points to the need for intensive international cooperation among educators in the information field. Specific topics examined include issues of professional identity, the role of research in professional education, ethical and ideological values, program development, changes in the information sector, the diversity of educational programs for various information activities, manpower issues and the placement of graduates, and professional socialization. A 49-item reference list is included. (LMM)

ED 237 126 JC 830 500

A Comprehensive Review of Credit Instructional Programs Offered by Pasadena City Colleges, 1981-1982. Volume I. Summary Report.
Carvell Education Managment Planning, Inc., Los Angeles, Calif.
SPONS. AGENCY- Pasadena Area Community Coll. District, CA.

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Colleges; Credit Courses; *Evaluation Criteria; *Evaluation Methods; *Institutional Characteristics; Institutional Evaluation; Productivity; *Program Evaluation; Self Evaluation (Groups); Two Year Colleges

The first part of a report on a comprehensive review of the credit instructional programs offered by Pasadena City College (PCC), this volume provides a description of the evaluation procedures used, and a discussion of general issues that are major considerations for program improvement. Section I introduces the program review in terms of its objectives, limitations, characteristics, and general procedures. Section II focuses on issues at PCC affecting program review and instructional planning, including changing demographic patterns in the community; changing enrollment characteristics; PCC's educational goals; organizational climate; staff perceptions; organizational considerations; program quality; the need for a consistent management information system; and technical steps for implementation of a program review. Finally, general observations about PCC credit programs are made, including PCC faculty load comparisons; program balance; the master summary of program review outcomes by taxonomy of programs (TOP); and analyses of TOP's by size and growth patterns and in relation to PCC patterns. Survey instruments, departmental data, guidelines for the program review task force, and an analysis of programs at variance with PCC averages are appended. (LAL)

ED 236 770 EA 015 959

Maurer, Adah
Corporal Punishment Handbook.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Attitudes; *Behavior Problems; *Corporal Punishment; *Discipline; *Discipline Policy; Elementary Secondary Education; Guidelines; Negative Reinforcement; Resource Materials; Student Behavior
IDENTIFIERS- *Disruptive Behavior; PF Project

This handbook describes the use of corporal punishment, attitudes towards it, and alternatives to it. Topics covered include: (1) a definition of corporal punishment; (2) descriptions and examples of different types; (3) a brief history of its use in schools and society; (4) arguments in favor of its use; (5) arguments for abolition; (6) scientific, behavioral, and medical opinions regarding its effects; (7) steps in reassessing a discipline policy; (8) alternative methods of dealing with traditional school trouble spots; and (9) alternative methods of handling different types of disruptive students including hard-core criminals, radical protesters, abused and neglected children, temporarily disturbed children, and children of different cultures. The handbook concludes with a chart of alternative responses to a child's disruptiveness and a 20-item bibliography of related readings. (DC)

ED 236 786 EA 016 172

Parrish, Thomas B.; Chambers, Jay G.

Deriving Appropriate Educational Program Costs in Illinois.

PUB DATE- 12 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Budgeting; Committees; *Cost Estimates; *Educational Equity (Finance); Educational Finance; Educational Resources; Elementary Secondary Education; *Financial Policy; Models; Program Implementation; Resource Allocation; *State Aid
IDENTIFIERS- Illinois State Board of Education; *Resource Cost Model

This document describes the comprehensive analytical framework for school finance used by the Illinois State Board of Education to assist policymakers in their decisions about equitable distribution of state aid and appropriate levels of resources to meet the varying educational requirements of differing student populations. This framework, the Resource Cost Model (RCM), provides: (1) a rationale for linking adequacy and equity considerations in state school finance formulas; and (2) questions for policymakers that will reveal a definition of what is thought to be adequate and appropriate in financial matters. The model involves three basic elements: program and service specifications made at the state level; student enrollment patterns at the district level; and resource price and cost data. In implementing an RCM, a major policy that must be confronted is the desired degree of centralization. The RCM is also valuable as a tool for planning and budgeting for any local, state, or federal educational agency. Three figures provide two views of the RCM and the Illinois RCM committee structure. (PB)

ED 236 832 EC 160 850

Special Education RRC Program Assistance Products Catalog: 1980-1983.
George Washington Univ., Washington, D.C. Special Education Instructional Materials Center.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 300-80-0718
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Special Education; *Technical Assistance
IDENTIFIERS- Regional Resource Centers

The catalogue describes approximately 180 products developed by the Regional Resource Centers (RRCs), a network of centers designed to provide technical assistance to state education agencies in serving handicapped children and youth. Information on the products includes title, author/editor/preparer, date, page numbers, language, publication type, subject descriptors (from the ERIC Thesaurus), abstract, publisher, and credits. Frequently information is also included on availability and related documents. Product summaries are organized alphabetically by the originating RRC. Alphabetical and subject indexes are also included. Sample topics addressed include agency cooperation, educational assessment, parent-teacher cooperation, mainstreaming, severe disabilities, and vocational education. (CL)

ED 236 865 EC 160 886

Fikes, Cherryl; And Others
Understanding and Observing Children with Special Needs. A Student Worktext. Child Development 322: Introduction to the Special Child.
San Antonio Coll., Tex.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G008102114
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Observation; *Paraprofessional Personnel; *Student Characteristics

The manual is designed to provide an individualized, competency-based approach to training professionals who work with special needs children. The manual is organized according to three units, each with stated purpose, objectives, and learning experiences and activities. Following a pretest of general knowledge and skills, unit I addresses the importance and use of observation and sample observation techniques. Seven categories of handicapping conditions (including emotional/behavioral disorders, autism, mental retardation, sensory impairments, and multihandicapping conditions) are examined in another unit, which features characteristics and sample case studies. Basic concepts related to normal child development are examined in a third unit which explains such terms as impairment and special needs, and addresses such concepts as labeling, heredity, and environmental influences. (CL)

ED 236 850 EC 160 868

Foster, Glen G.; And Others
The Congruence between Reason for Referral and Placement Outcome.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO.- IRLD-RR-136
PUB DATE- Aug 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Parent Influence; *Referral; *Special Education; *Student Placement

The relationship between referral and special education outcome was investigated in the State of Florida, where students are referred by category (i.e., referred for learning disability services, mental retardation services, etc.). Of specific interest was the congruence between categories for which students were referred and eventual placements. Results indicated that 72% of the 201 students (grades K-10) referred were placed in some form of special education, and that most were placed in the special education category for which they were referred. Variations in the congruence between referral and outcome as a function of the person submitting the referrals were relatively minor, except for parents, for whom 79% of the referred students were not placed in special education. The results are seen to be another indication of the primary importance of the referral decision and the extent to which placement teams operate confirmation conferences. (Author/CL)

ED 236 883 EC 161 104

Del Polito, Carolyn M., Ed.; Barresi, Josephine G., Ed.
Alliances in Health and Education: Serving Youngsters with Special Needs and Instructor's Guide.
American Society of Allied Health Professions, Washington, D.C.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 83
GRANT- 451-CH-00233
AVAILABLE FROM- American Society of Allied Health Professions, One Dupont Circle, Suite 300, Washington, DC 20036 ($15.00 set; $12.95 member; add $2.50 for first class postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Allied Health Occupations; Child Advocacy; Communication Skills; Delivery Systems; *Disabilities; Federal Legislation; Nurses; Physicians; *Professional Occupations; Social Workers; *Staff Role; Therapists

The text examines issues in the roles of allied health professionals serving disabled children and youth. An introduction by C. Del Polito reviews the effects of negative public attitudes toward people with disabilities and describes an advocacy project to serve allied health professionals. In unit 1, J. Barresi traces the history of public policy regarding children with handicaps, describes the differences between federal and state law, and considers the future of P.L. 94-142, the Education for All Handicapped Children Act, in light of court rulings and actions by the Reagan administration. A. Bashir examines the roles and responsibilities of health professionals in serving handicapped children and youth in unit 2. Emphasis on the importance of communication as a competence for allied health professionals is addressed and suggestions for improving communication are presented by C. Del Polito in the third unit. Screening, assessment, planning and review of educational and health related services are focused on by A. Bashir in unit 4, with a section listing the definition, high risk indicators, behavioral indices, classification considerations, assessment issues, and intervention aspects for a variety of handicapping conditions. Strategies for referral, coordination, and management of services are considered in a chapter by J. Wittenmyer. Advocacy is the topic of the final chapter written by E. Ellis. Individual and collective advocacy are reviewed as are resources for effective advocacy. Appended information includes selected P.L. 94-142 regulations and a listing of national and federal organizations and groups. An accompanying instructor's guide presents guidelines on preparing for and presenting a workshop on the text. Suggested questions and exercises for each of the text's units are presented, as are transparencies and sample handouts. (CL)

ED 236 897 EC 165 121

You, Your Child, and Language: Activities for Language Development. Second Edition

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.
PUB DATE- Feb 81
AVAILABLE FROM- Slide/tape package and booklet available at Media Resource Center, Meyer Children's Rehabilitation Institute, 444 South 44th Street, Omaha, NE 68131.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Language; Expressive Language; *Language Acquisition; Language Skills; Learning Activities; Nonformal Education; Parent Child Relationship; *Parent Participation; Receptive Language; Young Children
IDENTIFIERS- PF Project

Designed to accompany a slide and tape package, this booklet outlines the role parents can take in children's language development. Following an introduction which familiarizes parents with the concepts of receptive language (comprehension of spoken language) and expressive language (the information a person is trying to communicate and the form that communication takes), the material can be divided into two sections. Section 1, dealing with methods for teaching receptive language, includes general suggestions, suggestions for encouraging non-verbal children, and brief discussions of self-talk, parallel talk, dysfluency, modeling, and vocabulary development. Section 2 offers several specific activities for developing each of the following concepts: following directions, body parts, object identification, picture identification, action words, spatial relationships, colors, and classification. For each activity, materials and procedures are outlined. A vocabulary list is included. (LP)

ED 236 915 FL 014 067

Roberts, William T.; And Others
Hemispheric Differences in Bilingual Word and Language Recognition.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Bilingualism; Cerebral Dominance; English; *Lateral Dominance; Spanish; *Word Recognition

The linguistic role of the right hemisphere in bilingual language processing was examined. Ten right-handed Spanish-English bilinguals were tachistoscopically presented with mixed lists of Spanish and English words to either the right or left visual field and asked to identify the language and the word presented. Five of the subjects identified English as their first language and five, Spanish. Their median age was 22. Language recognition scores, corrected for guessing, were superior to word recognition only for right hemisphere trials. While word recognition did not depend on visual field of presentation or language of presentation, language recognition varied both with visual field and with language. Spanish words were better recognized than English words in right hemisphere presentations for the language recognition task; for the word recognition task, English words were identified more successfully than Spanish words for left hemisphere presentations. It is concluded that the right hemisphere superiority is based on a specific left hemisphere deficit in recognizing the second language and a general right hemisphere superiority for recognition of Spanish. (Author/RW)

Jacoby, Barbara
Housing Hunters: An Orientation Session for Housing Seekers Off-Campus.
PUB DATE- Jan 80
AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTIONS- *College Housing; College Students; Guidelines; Higher Education; Off Campus Facilities; *School Orientation
IDENTIFIERS- *New Students; PF Project; University of Maryland College Park

The orientation program for new students at the University of Maryland, College Park, provides sessions for students who have secured on-campus housing, students who have secured off-campus housing, and students who are seeking housing. Topics covered in the latter session (the "housing hunters" session) include: (1) prioritizing personal housing needs; (2) exploring temporary options (for those on the waiting list for on-campus housing); (3) exploring the variety of off-campus alternatives; (4) computing living costs; (5) understanding state laws regarding leases and security deposits; and (6) determining the best times of the year for house-hunting. (DC)

ED 237 039 HE 016 819

Goldstein, Marc B.; Baranowskyj, Arita
Undermanning and Faculty Behavior: An Exploratory Study.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; Departments; *Faculty Workload; Higher Education; Institutional Research; Job Satisfaction; Scholarship; Staff Meetings; State Colleges; *Student Teacher Ratio; *Teacher Attitudes; *Teacher Behavior; *Teaching Conditions

Based on Barker's Manning Theory, the behavioral and attitudinal consequences of participation in undermanned settings were examined among university faculty. Faculty from the four smallest (undermanned) and four largest liberal arts departments at Central Connecticut State College were surveyed regarding their academic activities and their attitudes toward peers. Of 118 full-time faculty members who were mailed a questionnaire, 85 responses were received. The questionnaire focused on faculty activities from fall 1979 to spring 1982, including committee work, research activities, and teaching. Respondent characteristics, interpersonal relations within the department, and overall job satisfaction were also addressed. The strongest evidence of undermanning effects was found on indices reflecting time and energy commitments to the setting and concerns about its maintenance, while perceptions of colleagues did not appear to be affected. Overall, the results support some aspects of manning theory. Faculty in small departments seem more committed to their setting, with fewer sick days, more concerns about enrollment, and more participation in committee work. (Author/SW)

ED 237 098 IR 050 519

Weller, Carolyn R., Ed.
ERIC Clearinghouse Publications, 1982. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1982.
ERIC Processing and Reference Facility, Bethesda, Md.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- 400-81-0003
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; Resource Materials; *State of the Art Reviews
IDENTIFIERS- Educational Information; *ERIC

A broad range of education-related topics are addressed in this 181-document bibliography, which presents citations and abstracts for publications produced by the 16 ERIC Clearinghouses. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1982) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. A complete listing of names, addresses, telephone numbers, and scope notes is provided for ERIC Clearinghouses and other network components. Information on how to obtain publications and how to order ERIC abstract journals is also included. (LMM)

ED 237 142 JC 830 523

Bender, Louis W.
Differences and Implications of Legislator and Educator Perceptions of Quality Education.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrators; Community Colleges; *Educational Quality; *Government School Relationship; *Legislators; *Policy Formation; Public Opinion; Two Year Colleges

Educators and legislators tend to have differing impressions of the definition of educational quality. Components of quality can be classified into three categories: (1) input, e.g., student characteristics, such as grade point average and test scores, and faculty characteristics, such as advanced degrees and publications; (2) environment/process, e.g., library resources, student/faculty ratios, and state appropriations; and (3) outcomes, e.g., graduate placement and achievement, number of graduates, and honors. While legislators tend to focus on aspects of quality that are outcome indicators, educators tend to emphasize input and process quality indicators. These conceptual differences are related to other differences, such as the educator's desire for job security and a good salary and the legislator's desire for re-election. A corrective action plan for community college educators based on the differences between themselves and legislators would involve developing an understanding of public opinion and central legislative issues; designing public information programs around the public, rather than the academic, perspective; recognizing the political reality of the legislator; and learning the art of compromise. (LAL)

ED 237 157 JC 830 558

Lucas, John A.
Longitudinal Study of Performance of Students Entering Harper College, 1972-1982. Volume XII, No. 12.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 12 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Attendance Patterns; Community Colleges; Educational Attainment; Educational Trends; Grade Point Average; Longitudinal Studies; *Outcomes of Education; School Holding Power; Two Year Colleges; *Two Year College Students

A study was conducted at William Rainey Harper College (WRHC) to provide institutional data about student performance over time. The study involved an analysis of transcript data on a random sample of 200 full-time and 200 part-time beginning credit students who entered the college from fall 1972 to fall 1982. Study findings revealed that: (1) the average student grade point average had risen and fallen in direct relationship to changes in grading policy instituted at the college; (2) the proportion of full- and part-time students who persisted beyond their first year had increased since the late 1970's; (3) the average full-time student will accumulate 43.5 hours while attending WRHC for 4.5 semesters and 36.5% of these students will earn a degree or certificate; (4) the average part-time student will accumulate 17.5 hours and attend 3.5 semesters at WRHC, and 12% will earn a degree or certificate; (5) the proportion of students officially transferring credit hours from other colleges declined from 12% to 7.5% for full-time and from 12% to 7% for part-time students since the mid-1970's; and (6) the proportion of full-time students taking continuing education courses declined from 22% in the early 1970's to 13% in the late 1970's. (HB)

ED 236 932 FL 014 088

Bassano, Sharron; Christison, Mary Ann
Drawing Out: Second Language Acquisition through Student-Created Images.
REPORT NO.- ISBN-0-88084-00
PUB DATE- 82
AVAILABLE FROM- The Alemany Press, 2501 Industrial Parkway West, Hayward, CA 94545 ($11.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Activities; Creative Activities; English (Second Language); *Language Experience Approach; *Learning Activities; *Second Language Instruction; Teaching Methods

This teacher's guide presents activities designed to use student-created artwork and writing in the learning of English as a second language. It can also be adapted to other second languages and to all age groups from kindergarten through adults. The activities encourage students to produce drawings or writings based on their own experiences. They are organized into chapters on grammar, situations, creativity, and vocabulary. Examples of students' responses to the activities are provided. (RW)

ED 237 068 IR 010 897

Rooze, Gene E.
Computers and Curriculum: What's the Fuss?
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Educational Media; *Intellectual Disciplines; *Media Selection; *Microcomputers; Science Instruction; Social Studies
IDENTIFIERS- *Computer Uses in Education

This paper examines the use of the microcomputer as a mediating device, and explores its influence on curriculum. The relationship of a media device to subject matter and the nature of a subject are examined, and possible uses of the computer in science and social studies are analyzed to illustrate this principle. Three main points are emphasized and discussed: (1) the mediating device used in a course makes a statement about the nature of a subject; (2) the device requires the use of a set of skills; and (3) it transmits a set of values. It is concluded that if the nature, skills, and values of the subject are incongruent with those transmitted by the medium, the device should not be used. Four references are listed. (Author/LMM)

ED 236 740 CS 504 440

Gamble, Michael W.; Gamble, Teri Kwal
Textbook Development.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

(055)
DESCRIPTIONS- *Authors; Creativity; Instructional Materials; Speech Instruction; Student Motivation; *Student Needs; *Textbook Publication; *Writing Processes; Writing Skills

Communication instructors rely on textbook writers to present the latest course content in ways that will motivate students to learn and prepare them for class discussion and activities. Targeting the works they create to reflect student needs and shaping their materials to stimulate and involve their readers, these textbook writers-as-artists develop a work for a course in much the same way a playwright shapes a work for the stage. For those intent on joining the ranks of textbook writers-as-artists, it is wise to follow these ensueing procedures: (1) survey the textbook market in the chosen subject area, (2) identify the type of book to write, (3) identify potential publishers, (4) develop a prospectus, (5) submit the prospectus for review, (6) respond to the review and revise as needed, (7) negotiate the contract, (8) develop a work schedule, (9) write the textbook, (10) rewrite it, (11) obtain necessary permissions, (12) work with the project editor, and (13) work with marketing and sales personnel. (HTH)

ED 236 755 EA 015 914

Tips on Communicating with the Board of Education and Superintendent: Creating Support for the Staff Development Program.
National Staff Development Council, Oxford, OH.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Board Administrator Relationship; *Boards of Education; Elementary Secondary Education; Guidelines; *Inservice Teacher Education; Interpersonal Communication; *Staff Development; *Superintendents; *Verbal Communication
IDENTIFIERS- PF Project

Thirty-seven ways to communicate effectively with board members and superintendents regarding staff development are listed. Formal and informal methods for keeping them both informed and involved are suggested. (JH)

ED 236 756 EA 015 945

Kowalski, Theodore J.
Don't Be Duped by Industry's Mystique. The Endpaper.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- *Administrative Principles; *Business Administration; *Educational Administration; Educational Objectives; Educational Principles; Elementary Secondary Education; Opinion Papers; School Business Relationship
IDENTIFIERS- PF Project

Management approaches used by business do not necessarily work in education. Administrators must beware of trying to find a quick remedy for education's ills by adopting business management principles. Attempts of this kind were made between 1910 and 1930 and were found to be unsuccessful. The major reason is that schools and businesses are two endeavors aimed at producing different results. If we want to develop students with values, empathy, problem-solving skills, and the ability to cope wth a complex world, then we cannot adopt a production-line approach to schooling. Sound business practices make sense when purchasing supplies, but it is a mistake to apply them to decisions about teachers or the curriculum. (DC)

ED 236 803 EA 016 192

Saalfield, Albrecht
A Legal Primer for Independent Schools.

National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-49-3
PUB DATE- 83
AVAILABLE FROM- Publications, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($9.50 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Admission (School); Athletics; Court Litigation; Due Process; Educational Administration; Elementary Secondary Education; Faculty; Financial Policy; *Legal Problems; *Legal Responsibility; *Private Schools; School Community Relationship; Trustees

This primer on legal issues and responsibilities, prepared for independent schools, provides a reference for staff, administrators, and trustees in recognizing and preventing legal problems. Legal issues surrounding the roles of trustees, school head, faculty, and students are noted, including school accountability to educate, the relationship between school head and faculty, credentials and evaluation of faculty, and implications of due process rights of students. Chapters also focus on preventing physical injury suits in athletic programs, accurate and just admissions procedures (including school responsibility in granting financial aid), and crucial areas in recording and reporting business transactions by nonprofit institutions. Two short chapters on the necessary qualities of school development officers and on a school's responsibility to its municipality look at the independent school within its relevant communities. Two appendixes provide a glossary of legal terms and an index to legislative memoranda published by the National Association of Independent Schools. (JW)

ED 236 817 EC 160 835

McCabe, James; Capuzzi, Lois
Principal's Desk Reference to the Education of Handicapped Children.
South Atlantic Regional Resource Center, Plantation, FL.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 82
CONTRACT- 300-80-0717
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administration; *Administrator Role; *Disabilities;

Elementary Secondary Education; Handicap Identification; Parent School Relationship; *Principals; Student Evaluation; Supervision
IDENTIFIERS- Alabama

The handbook is intended to provide practical information regarding the building principal's role in the education of handicapped children in Alabama. The leadership role of building principals and their impact on successful special education programs are emphasized. The following aspects are examined (sample subtopics in parentheses): the building (access, special equipment or areas); the staff (training, interaction and coordination, paraprofessional training, special education teachers); the child (child find; tracking; and such specific identification and evaluation issues as confidentiality, multidisciplinary teams, reevaluation, and individualized education programs); the parent (notices, consents, due process hearings, surrogate parents, records); and employment and vocational training (vocational education). Two final sections outline suggested procedures for evaluation and present detailed sample IEP forms. (CL)

ED 236 866 EC 160 887

Program Planning for the Special Child.
San Antonio Coll., Tex.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G008102114
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Ancillary School Services; *Course Content; *Disabilities; Elementary Secondary Education; *Federal Legislation Handicap Identification; *History; *Individualized Education Programs; Interdisciplinary Approach; Learning Experience; State Legislation; Student Evaluation; *Teamwork
IDENTIFIERS- Texas

Intended for college students, the document is a worktext on planning educational services for handicapped students. Each of three units includes narrative and learning experiences with information specified on required learning experiences as well as optional activities. Unit I focuses on historical and legal perspectives on services for the handicapped, with particular attention to federal legislation as well as Texas laws concerning special education. Appended in this unit are definitions of handicapping conditions from P.L. 94-142, the Education for All Handicapped Children Act. Unit II centers on the team approach to working with special children and contains information on relationships with paraprofessionals, parents, and the community. Suggestions for working with parents and a listing of organizations for parents are appended. The third and final unit deals with the child-centered educational process, which includes aspects of identifying, assessing, developing individualized education programs, designing and carrying out individualized instruction, and procuring related services. Appended information includes a discussion of the referral process. Case examples are reported throughout. (CL)

Levine, Arthur
"A Plumbers' Manual on General Education": Must Reading for Curriculum Committees.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Journal Articles (080)
DESCRIPTIONS- Administrator Guides; Book Reviews; *Change Strategies; *Curriculum Development; *Educational Change; Educational Philosophy; Educational Trends; *General Education; Higher Education
IDENTIFIERS- PF Project

"General Education Today: A Critical Analysis of Controversies, Practices, and Reforms" (A 248-page book by Jerry G. Gaff, published by Jossey-Bass in 1983) is reviewed here as an important contribution to the abundant literature on general education. America is currently undergoing a general education revival. Part I of Gaff's book gives a good sense of what is going on. Discussed in this part are the plethora of current activities and the controversies they have generated. Part II tells how the curriculum is changing. Chapters deal with philosophies, emerging curricular practices, teaching, redesigning courses, faculty development, support needs, funding, and evaluation. Part III is an excellent hands-on guide to change in general education which covers successful change strategies and errors that should be avoided. The only drawback of this otherwise top-notch book is that the attempt to cover the entire range of current practices and philosophies leaves general education without a clear identity. (DC)

ED 236 982 HE 016 738

Pickens, William H.
How Will Higher Education Fare in State Appropriations During a Period of Fiscal Conservatism?
PUB DATE- 12 Jan 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Persistence; Access to Education; *Budgeting; College Choice; Disabilities; Economic Factors; *Educational Finance; Enrollment Trends; Financial Policy; *Financial Problems; *Higher Education; Minority Groups; Public Education; Resource Allocation; *State Aid; State Colleges; *Student Costs; Student Financial Aid; Tax Allocation
IDENTIFIERS- *United States (West)

Fiscal support for higher education and policy concerns at the state level during difficult financial times are discussed, with specific reference to the western states. States vary widely in several ways: the strength of their economies, the actions of legislatures and voters to reduce the revenues or the expenditure base of state and local governments, and the relative priority of higher education in competition for public resources. Some states in the West are expected to increase enrollments while others face declines. For institutions in states facing enrollment declines, fewer students usually mean fewer state dollars under enrollment-sensitive formulas. However, educational institutions can suffer with either more or less students. Areas of special concern to states are student access and retention, which are affected by student charges and financial aid and by efforts to enroll minority groups and disabled students. The following recommendations are offered: charges should be established at levels which reduce the effect of price on student choice among the public segments, and some programs should be funded for longer than 1 and 2 years. (SW)

ED 236 996 HE 016 767

Boruch, Robert; And Others

Research in Pursuit of Excellence: Report of the Study Group on Schooling. (Draft.)

National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Agency Role; *Curriculum Evaluation; Economically Disadvantaged; Educational Assessment; Educational Quality; *Educational Research; Elementary School Curriculum; *Elementary Secondary Education; Federal Aid; Minority Groups; Outcomes of Education; *Research and Development Centers; *Research Needs; School Organization; Secondary School Curriculum; Student Development; Teacher Education; Teaching Methods
IDENTIFIERS- *Mission Statements; *NIE R and D Centers and Regional Educational Labs

High-priority mission areas concerning schools are identified that are appropriate for research and development centers supported by the National Institute of Education (NIE). This draft summary report to the director of NIE focuses on the study of schooling, including subject content, teachers and their preparation, school organization and improvement, instructional processes, and the experiences and accomplishments of diverse groups of students. Attention is also focused on center functions, organizational forms that a center might take, and the feasibility of centers that are designed to meet each mission. It is noted that in addition to focusing on research, the university-based centers would act as a clearinghouse for all research dealing with its mission. Additional center functions would include: producing research reports, disseminating findings at conferences, developing educational offerings related to the work of the center, and initiating research proposals and plans. The detailed mission statements, which include research objectives, potential research topics, and their rationale, are provided for eight research centers focusing on the following areas: school quality and improvement, special populations, school subjects, instructional processes, school personnel, secondary schools, social processes and outcomes, and school indicators. (SW)

ED 237 024 HE 016 802

Discussion with Students. DePaul Breakfast. Report to the National Commission on Excellence in Education.

National Commission on Excellence in Education (ED), Washington, DC.
PUB DATE- 24 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); *College Admission; *College Attendance; College Students; *Educational Benefits; Hearings; Postsecondary Education; *Student Attitudes; Student Needs
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

Issues concerning college attendance are addressed in a discussion between five college students and two representatives of the National Commission on Excellence in Education. The participants' comments consider the positive and negatives aspects of entering college, the value of pre-matriculation orientation, activities during the freshman year, the academic challenge, the difficulty of being a commuter student, the values of a college education, the relationship between the college experience and students' home life, valuable courses/curricula, the use of essays and personal interviews in admission decisions, the need to provide educational opportunities for working adults, and the importance of family support to students during the transition from high school to college. (SW)

ED 237 084 IR 020 051

Computer Education Plan K-12.
Bristol Public Schools, Conn.
PUB DATE- Jan 83

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Behavioral Objectives; Computer Literacy; *Computer Oriented Programs; *Computer Science Education; Course Descriptions; Course Objectives; Data; Elementary Secondary Education; *Facility Inventory; Learning Activities; Microcomputers; Program Descriptions; School Districts; Teaching Methods
IDENTIFIERS- PF Project

This district plan for a computer education program contains objectives for grades K-8, course descriptions for grades 9-12, descriptions of three special programs, and data related to computer inventories and budgets. Accompanying the K-8 objectives, which are listed separately for each grade level, are activities/procedures and methods of instructional delivery. The high school course descriptions include objectives, activities, and methods of instruction. The courses, primarily in the business and math departments, include computer survey, data processing, word processing, computer mathematics, and advanced computer programming. The special programs described are EPIC, a program for gifted students in grades 4-8 which incorporates individualized computer instruction; Computer Assisted Remediation Program (CARP) which provides remediation for high school students in mathematics language arts, and reading; and the Guidance Information System (GIS) which offers occupational information for high school students. The data section lists current and projected inventories of microcomputers in all of the district's schools as well as budgetary information for 1982-1985 for materials and services necessary to support the computer education plan. A four-page glossary of computer terms is appended. (DC)

ED 237 112 IR 050 535

Wright, H. Curtis
The Misinterpretation of a Key Paper in Library Literature.

PUB DATE- 7 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communications; *Humanism; *Information Scientists; *Information Theory; Intellectual Disciplines; Librarians; *Library Education; Library Role; *Library Science; *Symbolism
IDENTIFIERS- *Kaplan (Abraham); Professional Role

Abraham Kaplan has produced the clearest philosophical insights in all of library literature into the real nature of library education by providing an outsider's view of librarianship that (1) explains the "mess" librarians are in; (2) identifies humanism as the firm foundation of their profession; and (3) correlates librarianship with the metasciences. In "The Age of the Symbol--A Philosophy of Library Education," Kaplan has shown that the major problems of librarianship are problems of symbolism, communication, and the intellectual disciplines. These problems go unresolved, however, because librarians continue to confuse symbols with symbolic referents, scientific with humanistic approaches to communication, and empirical with intellectual disciplines. The result is a crippling paradox in which the librarians, who ought to be leading in librarianship, want to be followers, and the information scientists, who should be following, want to be leading. This paradox can only be resolved by a truly comprehensive theory of communications that integrates the realities at both ends of a wire connecting human beings to their physical and cultural environments, a theory that explains all of their complex interactions with both of those environments. (LMM)

ED 237 127 JC 830 501

Outcomes of an Independent Review and Guidelines for the Implementation of a Program Review Model. Volume II. Technical Report.

Carvell Education Managment Planning, Inc., Los Angeles, Calif.

SPONS. AGENCY- Pasadena Area Community Coll. District, CA.

PUB DATE- May 82

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110)

DESCRIPTIONS- Academic Achievement; Community Colleges; Credit Courses; Data Collection; *Evaluation Criteria; *Evaluation Methods; Productivity; Program Costs; *Program Evaluation; Self Evaluation (Groups); Two Year Colleges

The second part of a report on a comprehensive review of the credit instructional programs offered by Pasadena City College (PCC), this volume contains a technical description of the data collection and assembly procedures used in the program review and provides guidelines for the implementation of the program review model. The first section offers a detailed description of the procedures used by Carvell Education Management Planning, Inc., to obtain, assemble, and organize data and includes a discussion of the purpose of the program review, the operational principles of the model, and formulas for determining the values of variables in the program review (i.e., instructional productivity factors such as weekly student contact hours, class size, and full-time equivalent faculty; and student performance patterns based on student grades, retention rate, and assigned instructional expenditures). A set of guidelines for PCC to follow in setting up and implementing an ongoing program review model is offered in the second section. Finally, individual summary sheets for 115 programs and a composite sheet for PCC as a whole are presented. (Author/LAL)

Merit Pay Plans for Teachers: Status and Descriptions. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 83
AVAILABLE FROM- Publications, Educational Research Service, 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21684; $28.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; Elementary Secondary Education; *Evaluation; Financial Support; *Incentives; Master Teachers; *Merit Pay; *Merit Rating; Peer Evaluation; *Recognition (Achievement); Researchers; School Districts; State Boards of Education; Surveys; Teachers; *Teacher Salaries

This report, an update of the 1978 survey of national merit pay plans for teachers, provides descriptive data on currently operating merit pay plans and state level activities. Outlining current research, the report points out that neither a commonly acceptable definition of merit pay nor a generally acceptable method of determining meritorious teacher performance has been developed. It also reviews current attitudes toward merit pay of teachers, administrators, and teacher unions. In summarizing salient characteristics of current merit pay plans, the following criteria are noted: (1) input type evaluation criteria are cited as the type most often used, (2) compensation and recognition of outstanding teachers are cited as the major benefit of the plans, (3) evaluation is identified as the major problem, and (4) involvement of teachers is cited as a key element of successful plans. Respondents to the 1983 survey confirmed the reasons found in 1978 for discontinuing merit pay plans: unsatisfactory evaluation procedures, administrative problems, staff dissension, and lack of funds. The report includes case summaries of merit pay plans and descriptions of state activities relating to merit pay. Appendixes abstracting each plan and state level interest are included. (MD)

ED 236 787 EA 016 173

Hawkey, Earl W.; Kleinpeter, Joseph

Computerized Management of Physical Plant Services.

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.
REPORT NO.- ISBN-0-913359-00-9
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administration; *Computer Programs; *Computers; *Educational Facilities; Equipment Maintenance; Facility Inventory; Fire Protection; Guides; Higher Education; Input Output Devices; *Microcomputers; Recordkeeping; *School Maintenance; Service Vehicles; Time Sharing

Outlining the major areas to be considered when deciding whether or not to computerize physical plant services in higher education institutions, the author points out the shortcomings of manual record keeping systems. He gives five factors to consider when deciding to computerize: (1) time and money, (2) extent of operation, (3) current and future workload, (4) institutional policy, and (5) the pros and cons involved. In part 1 the options for the physical plant manager to consider in computerizing are presented: the overall system design, the basic hardware decisions, the types of input and retrieval systems, and the software options. The author gives detailed explanations of hardware options and software design (and documentation) to be considered during the decision-making process. In part 2 a modular approach to implementation of sample programs is presented for six specific services of the physical plant department: facility maintenance, groundskeeping, housekeeping, fire safety, vehicle maintenance, and stores inventory. Appendixes list nearly 400 higher education physical plants that are computerized and offer a glossary of technical terms. (MD)

ED 236 833 EC 160 851

Macy, Daniel J.; And Others

The DEBT Project: Early Intervention for Handicapped Children and Their Parents.

Lubbock Independent School District, Tex.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 80
GRANT- OEG-0-74-2676
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Disabilities; *High Risk Persons; Infants; *Intervention; Program Descriptions; *Program Effectiveness
IDENTIFIERS- *Developmental Education Birth Through Two; *Koontz Child Developmental Program

Project DEBT (Developmental Education Birth through Two), an early identification and intervention program for handicapped and at risk children and their parents, is described. The Koontz Child Developmental Program, the core curriculum for instructional planning and intervention in DEBT, is reviewed, and new data are presented. It is explained that the Koontz Program is used to formulate long term goals, weekly objectives, and instructional activities. Three sources of data are examined in a study of DEBT's effectiveness with handicapped children: Koontz scores, developmental rates, and followup placement after graduation from DEBT. Parent involvement data and evidence of DEBT's relationship with the community human service delivery system are also evaluated. Results are said to indicate that DEBT's interventions were effective and successful. (Author/CL)

ED 236 933 FL 014 089

Dixon, Carol; Nessel, Denise
Language Experience Approach to Reading (and Writing).
Language-Experience Reading for Second Language Learners.
REPORT NO.- ISBN-0-88084-037-4
PUB DATE- 83
AVAILABLE FROM- The Alemany Press, 2501 Industrial Parkway West, Hayward, CA 94545 ($11.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- English (Second Language); *Language Experience Approach; Language Skills; *Reading Instruction; *Second Language Instruction; Teaching Methods; Vocabulary Development; Writing Instruction

The Language Experience Approach (LEA) to teaching reading in English as a second language is described. LEA uses the student's own experiences, vocabulary, and language patterns to create texts for reading instruction. Three stages are defined for assessing learners' levels of language use. The LEA instructional procedures are designed to be applied according to levels of use rather than age or grade level. Guidelines for instructing students at each of the three stages are provided. Procedures and activities, lesson plans, scheduling considerations, and transition to the next stages are discussed. Additional chapters address word recognition writing instruction, and one teacher's approach with a stage 1 group of Asian American elementary school children. (RW)

ED 236 968 HE 016 314

Desiderio, John
Publicity Techniques. Publicity and Promotional Programming for the Evening Student.
PUB DATE- Jan 80
AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTIONS- Community Colleges; *Evening Students; Guidelines; *Publicity; *School Activities; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Entertainment; PF Project

Techniques are presented for reaching the community college evening student with information about college events. Because of the unique characteristics of evening students, traditional publicity methods often do not work. Some methods which can be effective are: (1) posting a large signboard with good illumination at the entrance to the college; (2) placing signboards along walkways or in the foyer of each building; (3) leaving promotional material in classrooms or with evening instructors; (4) providing information in lounges, hallways, or near vending machines where students typically gather during breaks; (5) placing flyers on windshields and distributing bumper stickers; and (6) presenting promotional videotapes in lounges. Another publicity method is promotional programing in which students are presented with a teaser or preview of an entertainment event. These teasers can be held during class breaks on the night of the event and are designed to encourage students to remain on campus after class for the event itself. The point to remember when publicizing events for evening students is that the publicity must be taken to them. (DC)

ED 237 010 HE 016 788

College Admissions and the Transition to Postsecondary Education. Briefing Package. (Public Hearing, Chicago, Illinois, June 23, 1982).
National Commission on Excellence in Education (ED), Washington, DC.
PUB DATE- 10 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Advising; *Admission Criteria; Advanced Placement Programs; *Articulation (Education); *College Admission; *College Bound Students; *College School Cooperation; Declining Enrollment; Economic Climate; Educationally Disadvantaged; Financial Problems; Hearings; High Risk Students; Majors (Students); Parent Student Relationship; Postsecondary Education; Student College Relationship; *Student Development
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

The role of college admissions standards in promoting excellence in American education and the role of colleges and high schools in helping students make the transition to postsecondary education were topics of a 1982 public hearing. Concerns of the hearing included: the relationship of admissions standards to declining enrollments and to declining financial resources; the roles of parents and advisers in the transition of students to postsecondary education, student adaptation to postsecondary education, and the relationship between high school and college curricula. The following approaches that may help promote the transition to postsecondary education were addressed: modes to condense studies, including advanced placement and time-shortened degrees; programs that bring high school students to campus for a combination of academic work, career exposure, and social activities; arrangements for sending college students and/or faculty to high schools on a regular basis for both academic and advisement purposes; offering high school students college courses that are taught by high school teachers; pre- and post-matriculation programs that address academic and personal development of college freshmen; and programs that serve underprepared students. (SW)

ED 237 040 HE 016 820

Rose, Julie Kyllonen
Policy and Practice in the Administration of Foreign Student Finances. Guidelines Series 7.
National Association for Foreign Student Affairs, Washington, DC. Field Service Program.
PUB DATE- 83
AVAILABLE FROM- Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Admissions Officers; Budgets; College Students; Financial Needs; *Foreign Student Advisers; *Foreign Students; Higher Education; *Information Needs; *Money Management; Policy Formation; Private Financial Support; Scholarships; Student Costs; Student Exchange Programs; *Student Financial Aid Officers

The roles of campus offices in matters pertaining to the finances of foreign students in the United States are described. The following responsibilities of the admissions office are considered: providing information on college costs and foreign exchange regulations to foreign students, obtaining information on the student's financial sponsor, collecting information from the student at the time of application for scholarships, meeting documentation requirements for privately-funded students, acquiring records and information from foreign students who transfer from one U.S. institution to another, and coordinating with athletic departments concerning foreign students on athletic scholarships. In addition, attention is focused on the role of the financial aid office and the role of the foreign student office, which provides orientation on finances and budgeting for foreign students and maintains contact with sponsoring agencies. The following resource materials are included: a financial certification form, sample budget planning sheets for on- and off-campus students, statements of responsibilities for privately-funded students and for sponsored students, a sample budget for foreign students, and a 28-item annotated bibliography. (SW)

ED 237 054 IR 010 878

Soloway, Elliot; And Others
MENO-II: An AI-Based Programming Tutor.
Yale Univ., New Haven, Conn. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- YaleU/CSD/RR#258
PUB DATE- Dec 82
CONTRACT- N00014-82-K-0714
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Artificial Intelligence; *Computer Assisted Instruction; Computer Programs; Computer Science Education; Design Requirements; *Error Patterns; Higher Education; *Human Factors Engineering; *Programing; Systems Development
IDENTIFIERS- *Debugging Aids; MENO II; PASCAL Programing Language; Tutorial Mode

This report examines the features and performance of the BUG-FINDing component of MENO-II, a computer-based tutor for beginning PASCAL programming students. A discussion of the use of artificial intelligence techniques is followed by a summary of the system status and objectives. The two main components of MENO-II are described, beginning with the BUG-FINDer, which draws on a database of 18 common bug or error types, represented as templates, and attempts to match these templates against its analysis of a student's program. The TUTOR component then infers the student's misconception from the type of error identified. Examples of TUTOR's analyses and interactions are presented. A preliminary evaluation of the BUG-FINDing component used the first syntactically-correct, looping program produced by 20 students randomly selected from 116 volunteers in an introductory PASCAL programming class. Results indicate that the BUG-FINDER found only 22% of the errors and was correct 55% of the time in its analysis. Examples of both correct and incorrect analyses are examined, and reasons for the poor performance of the system are suggested. Plans to extend the MENO-II are discussed, and 25 references are listed. (LMM)

Seiler, William J.
The Personalized Instruction Model in the Basic Speech Course.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Higher Education; *Individualized Instruction; Learning Theories; *Mastery Learning; Models; Nontraditional Education; Pacing; Positive Reinforcement; *Speech Communication; Speech Curriculum; Speech Instruction; Speech Skills; Student Teacher Relationship; *Teaching Methods
IDENTIFIERS- *Personalized System of Instruction

While no one method can possibly solve all the problems in an educational system, the Personalized System of Instruction (PSI) addresses many. The PSI method is a self-paced, mastery learning approach based on reinforcement and personal attention. It is typified by five characteristics that help to meet or minimize the adverse aspects of traditional instruction: (1) mastery learning, (2) self-pacing, (3) a stress on the written word, (4) proctors, and (5) lectures to motivate rather than to supply essential information. PSI assumes that if activities are to produce positive outcomes, learners must be allowed to learn at their own rate; learning should occur in small, sequential segments; and several trials should be allowed for students' success. The PSI model is ideal for teaching the basic speech communication course. An effective communicator uses psychomotor skills that often demand practice, feedback, and repetition to be successful. The PSI model provides students with immediate feedback for making corrections without penalizing them for mistakes, allows the flexibility of self-pacing, and provides the student with individual help. Use of the PSI model in a basic speech course, however, reduces the number of students listening to classmates' presentations, because self-pacing requires that some students continue in the course while others give speeches. While not appropriate for everybody, the approach may be used by teachers interested in having students learn at their own pace and willing to give up the traditional role of instructor. (HOD)

ED 236 818 EC 160 836

Biklen, Douglas
Public Education for Children with Severe, Profound, and Multiple Disabilities: The Least Restrictive Environment. Human Policy Reports: An Action Series.

Syracuse Univ., NY. Special Education Resource Center.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 81
CONTRACT- 300-80-0723
AVAILABLE FROM- Special Education Resource Center, Syracuse University, 400 Huntington Hall, 150 Marshall St., Syracuse, NY 13210
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Secondary Education; *Mainstreaming; *Multiple Disabilities; *Normalization (Handicapped); *Severe Disabilities; *Student Placement; Success

The paper addresses the issue of placement for students with severe and multiple disabilities. Controversies over the principle of least restrictive environment are reviewed; and the implications of the normalization movement and the passage of P.L. 94-142, the Education for All Handicapped Children Act, are summarized. The rationale for integration includes better attitudes, better learning for all children, instruction in living together democratically, and similar levels of expense. Factors contributing to successful integration are considered, including commitment on the part of administrators, positive teacher attitudes, normalized pattern of the school day, structured opportunities for peer interaction, high expectations for disabled and nondisabled students, and opportunities for disabled students to assume leadership and helping roles. (CL)

ED 236 898 EC 165 123

Ross, Ruth

Official Learning Center Contract for Gifted and Talented Education.

PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Discovery Learning; Elementary Secondary Education; *Gifted; Individualized Instruction; *Learning Activities; Performance Contracts
IDENTIFIERS- PF Project

Designed as a follow-up activity for gifted and talented classes that have been using learning centers, this contract directs students in building their own learning centers. Six sections cover choosing a subject, researching, setting objectives for the learning center, developing activities for the center, writing directions and collecting materials, and testing and evaluating the completed learning center. Each section offers guidelines, charts, and procedures. Students check appropriate boxes as they complete each step. A stop sign at the end of each section is provided for teachers to check the progress of students' projects. (LP)

ED 236 916 FL 014 068

9

Schon, Isabel; Hopkins, Kenneth D.
Obstacles to Conducting Curriculum Research in Bilingual Education: A Case Study.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education; Case Studies; *Educational Research; Hispanic Americans; Reading Material Selection; *Research Problems; Secondary Education; Spanish

The obstacles associated with conducting curricular research in school settings are discussed. A study of bilingual students in the Phoenix area demonstrated the difficulties associated with high absenteeism and drop out rates. In a study of Spanish reading materials, it proved difficult to identify schools where administrators would be willing to allow a study in which Hispanic students would be encouraged to read books, magazines, and related materials in Spanish during their free reading time. A serious problem in high school studies was the policy of having students whose English reading skills had improved substantially transfer into the regular curriculum before there was an opportunity to posttest them. Researchers contemplating school based curricular studies need to be aware of the increased logistic and personnel difficulties associated with bilingual education. These include greater difficulty in securing district approval, philosophical opposition by many school administrators and teachers, more difficulty in getting teachers to implement bilingual instruction with integrity, greater opposition from parents, greater difficulty in securing the cooperation and interest of U.S.-born Hispanics, and the unavailability of good curricular materials in Spanish. (RW)

ED 236 951 HE 016 297

Rue, Penny
How To Give 'Em What They Want: Assessment Basics for Commuters.
PUB DATE- Dec 81
AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Programs; *Commuting Students; *Demography; Guidelines; *Needs Assessment; Postsecondary Education; *Program Development; Student Characteristics; Student College Relationship; Student Needs
IDENTIFIERS- PF Project

Commuter students are often left out of college programs because their needs and schedules differ substantially from the traditional student for whom the programs are planned. Once the basic educational needs of the commuter student are being met, planners can focus on developing programs geared to other needs of the commuter such as personal growth and a feeling of belonging. The first step is to conduct a demographic assessment in order to find out what the characteristics of the commuter student are. Next, a needs assessment should be performed. The needs assessment should identify current offerings and propose new ones. Using the results of these assessments, programs geared towards the specific needs of commuter students can be developed. Listed in this article are variables that can be included in assessments as well as results of assessments carried out at several colleges. (DC)

ED 237 069 IR 010 898

Fetler, Mark

Computer Literacy of California High School Seniors.

California State Dept. of Education, Sacramento.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Computer Literacy; *Computers; *Computer Science Education; Differences; High Schools; *High School Seniors; Objectives; Parent Background; *Programing; Programing Languages; State Surveys; Student Attitudes
IDENTIFIERS- *California; Computer Users; Computer Uses in Education

As a baseline measurement of what is being learned about computers in California, the skills, knowledge, attitudes, and experiences of a representative sample of 17,861 high school seniors was assessed in December 1982. Developed by a committee of experts in computer technology drawn from the public school system, universities, and industry, the test permitted reporting of scores for 30 distinct computer science and computer literacy objectives. Nearly all groups studied showed a low level of understanding of the basic concepts of computer technology. Students who reported substantial programming experience were exceptions, and demonstrated a higher level of knowledge. Comparison of results with those from an earlier survey by the National Assessment of Educational Progress showed considerable gains in awareness of computer technology over the last 5 years. Boys appeared to have more access to and experience with computers than girls. Both of these factors were associated with higher test scores. Students from families with more education tended to score higher than those from families with less education. This report includes 23 tables, 3 figures, and a list of computer literacy objectives for students. (Author/LMM)

Dosa, Marta L.
Governments and Information. IST 607; A Graduate Course.
Syracuse Univ., N.Y. School of Information Studies.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Course Descriptions; *Government (Administrative Body); *Government Publications; Government Role; Higher Education; Information Dissemination; *Information Sources; *Legislation; *Library Education; Public Agencies
IDENTIFIERS- *Syracuse University NY

This syllabus begins with a list of concepts, competencies, and skills for review. Two projects are described: the construction of a resource guide and the development of a set of guidelines for the acquisition, organization, and dissemination of government information. Several topics for discussion are suggested, followed by a bibliography which provides an outline of the course. The following categories are included: public policy and information, structure and information flow in the federal government, types of resources and information management, the depository library system, guides to databases, encyclopedias and review publications, information clearinghouses (examples), alternative approaches to accessing governmental information (examples), federal document selection sources, management of documents, access to documents, the legislative process, how to compile a legislative history, congressional reference sources, sources produced by the private sector, additional sources for legal research, the regulatory process and the role of the executive agencies, relation of the regulatory process to the judicial system, other agency information sources, types of agency publications, the presidency and the work of the commissions, presidential libraries, treaties and executive agreements, government-sponsored research and knowledge utilization, program development and citizen participation, census reports and indicators, and state and local governments. (LMM)

ED 237 128   JC 830 502

Adams, Keith K.; Whiteman, Richard E.
Procedures for Developing an Inservice Industry/Education Exchange Program: Planning and Implementation Guide.
Cerritos Coll., Norwalk, Calif.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; Cooperative Programs; *Curriculum Development; Exchange Programs; *Faculty Development; *Inservice Teacher Education; *Professional Continuing Education; *School Business Relationship; Two Year Colleges

This report describes an in-service industry exchange project conducted by Cerritos College during which five faculty members returned to the work place to update their skills and gather information useful in curriculum development. First, the project's objectives are delineated, covering: (1) formation of the Project Advisory Committee and Business/Industry Committee; (2) faculty participation; (3) negotiation of the exchange program with industry; (4) participation incentives; (5) plan development; (6) procedures to develop and implement the program; (7) the role of industry; and (8) promotion of gender equity and disadvantaged and handicapped services. Next, the general procedures for implementing and completing the in-service program are detailed. The bulk of the report consists of project reports by the five participating faculty members. Each report contains a project overview and sets forth purposes, objectives, plans, conclusions, and recommendations related to the improvement of the college's programs in four fields: administration of justice; automotive collision repair; electronics; and nursing. Report appendices include a project timeline, a sample letter, meeting agenda and minutes, and the objectives for each of the program areas. (LAL)

ED 237 143 JC 830 524

Quinley, John W.; And Others
One Year Later: A Follow-Up of the Harford Community College 1982 Graduates.
Harford Community Coll., Bel Air, MD. Office of Institutional Research.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Graduates; *College Transfer Students; Community Colleges; Employer Attitudes; Employment; Followup Studies; Graduate Surveys; Institutional Evaluation; *Outcomes of Education; *Participant Satisfaction; Questionnaires; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two-Year College Students; Vocational Education; Vocational Followup

In spring 1983, a follow-up study was conducted of students who received a certificate or associate degree (AA) from Harford Community College (HCC) during the 1981-82 academic year. Surveys were mailed to 491 graduates requesting information on their goals and goal achievement, transfer and employment experiences, and satisfaction with HCC. A total of 244 graduates responded to the survey, and an additional 209 graduates were surveyed by phone. In addition, 48 of 61 employers completed questionnaires concerning the training and job performance of their graduate employees. Survey responses revealed: (1) 68% of the graduates were female, 62% under 30 years of age, and 92% white; (2) 62% had enrolled in a career program and 81% had earned an associate degree; (3) 80% of the graduates reported having achieved their goal in attending HCC; (4) 86% of those who wished to transfer achieved their goal, as did 75% of those who attended HCC for career development; (5) graduates who transferred lost few credits and earned respectable grades at their transfer institutions; (6) employers of HCC graduates rated them as competent or highly competent, and 99% indicated they would hire another HCC graduate; and (7) 95% of the graduates were satisfied with HCC as a whole, the instruction they received, and their preparation for transfer and/or career development. The survey instruments are appended. (LAL)

ED 237 158 JC 830 559

Clavner, Jerry; Sumodi, Veronica
Using Sociology: The Application of Concepts. A Paper for the Pennsylvania Sociological Society.
Cuyahoga Community Coll., Warrensville Township, Ohio. Eastern Campus.
PUB DATE- 5 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Allied Health Occupations Education; Class Activities; Community Colleges; *Interdisciplinary Approach; Nursing Education; *Sociology; Two Year Colleges

The interrelatedness of the fields of nursing and sociology is discussed in this paper in an effort to encourage a sympathetic symbiosis between these two fields and between technical and general education. First, an overview is provided of recent trends in sociology, citing the influences of anthropologists and cultural historians on current views of U.S. society. Next, changes in the delivery of health services are examined, with focus on the implications of these changes for health services education. The need for health services personnel to understand and get along with people is underscored, and several key factors in this understanding are explored, including the importance of a patient's motivation, background, behavior, and involvement in the effective delivery of health services; organizational characteristics of hospitals, such as limited resources, a racial and cultural caste system, work pressures, and management policies; and interpersonal relationships with colleagues, patients, and patients' families. The paper then suggests that learning experiences on such sociological topics be developed and integrated into existing technical courses. After suggesting steps for the development of such modules, a series of concepts are discussed around which learning experiences could be developed. These include power and authority, values and the process of socialization, ethnicity, religion, the aged, language, and wellness. Eight learning activities related to these topics are appended. (AYC)

Olson, Meredith B.
Spatial Ability of Gifted Readers: Suggestions for Teaching.
PUB DATE- 2 May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Gifted; Intermediate Grades; Junior High Schools; Literature; *Reading Instruction; *Science Fiction; *Spatial Ability; Teaching Methods

The paper reviews research dealing with spatial cognitive ability differences in gifted children and cites implications for reading instruction of gifted readers. A study is detailed which found (1) different spatial profiles for 62 gifted middle students, and (2) that Ss had either three-dimensional transformational excellence or outstanding two-dimensional recognition ability, but not both. Case studies are presented to illustrate how "severely gifted readers" may be stifled in their creativity by traditional literature approaches, and how spatially gifted readers frequently intertwine spatial, mathematical, and linguistic ideas. Suggestions for teaching include broadening the curriculum to find instructional tasks compatible with student interests. A nine-page list of reading selections in science fiction chosen by, and intended for, spatially gifted readers is preceded by a brief consideration of the importance of mental imagery. (CL)

ED 236 983 HE 016 739

Pickens, William H.
What's Ahead for Higher Education?
PUB DATE- 9 Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accountability; *Budgeting; College Faculty; College Programs; Economic Development; *Economic Factors; *Educational Finance; Educational Quality; Education Work Relationship; Enrollment Trends; *Financial Support; *Government School Relationship; *Higher Education; Industrial Training; Labor Education; Personnel Policy; Population Trends; Private Colleges; Resource Allocation; Trend Analysis

Forces that will greatly affect higher education in the 1980s are described, and trends during the 1970s are briefly reviewed, with an emphasis on educational finance. During the 1970s, the number of students increased by 24.3 percent, total educational and general revenues more than doubled, the state's proportion of these revenues rose by 5.2 percent, and the federal share fell by 6.1 percent. As a whole, the higher education institutions held their own throughout most of the 1970s. Two possible scenarios for the 1980s (pessimistic and optimistic) are considered concerning enrollments, curriculum and quality, personnel, relations with government, and the private colleges. It is argued that the ability of institutions to overcome key challenges will be the critical factor in determining which scenario prevails. The following challenges posed by the American economy and society are addressed: demographics, economics, reindustrialization, and competition for students from business and industry. Additionally, the relationship between higher education and governments is discussed with respect to state-level formulas, demands for increasing accountability, and competition in the budget process. (SW)

ED 237 025 HE 016 803

Garibaldi, Antoine
Discussion with Students. DePaul Breakfast, Table 2. Report to Commissioners and Staff, National Commission on Excellence in Education.
SPONS. AGENCY- National Commission on Excellence in Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Attendance; College Bound Students; *College Freshmen; *College Preparation; Hearings; *High School Seniors; Postsecondary Education; School Counselors; *Student Adjustment; *Student Attitudes
IDENTIFIERS- *Excellence; National Commission on Excellence in Education
A discussion concerning college attendance is summarized.

Participants were four students and three representatives of the National Commission on Excellence in Education. The two high school seniors were asked questions that focused primarily on their assessment of their high school preparation and how they envisioned their adjustment to college life. The two college freshmen were also asked about college adjustment and their high school preparation. The students attended different high schools varying in size and academic offerings. The college freshmen indicated that their biggest adjustment was how to manage their time efficiently. Students were also asked about the quality of their high school guidance counselors. Two of the students said that the counselors spent the majority of their time handling disciplinary problems. All of the students felt that they had been well served by teachers who challenged them in their academic work. (SW)

ED 236 757 EA 015 946

Ryder, Bernard F.
This School Drug Search Made a Point: We Care Enough To Get Tough with Kids. The Endpaper.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Drug Abuse; High Schools; *Illegal Drug Use; Legal Problems; *Police School Relationship; Program Descriptions; School Community Relationship; School Law; *School Responsibility; *Search and Seizure; Student Rights
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: A parent who notices a gun in his child's room would not hesitate to ask questions and demand answers about its presence. As a school administrator, I believe it is my responsibility to ask questions and take action when I find an equally destructive weapon--drugs--in my schools. The zealous protection of student rights by some courts unfortunately has dampened many school administrators' spirits in this regard. But this is not the time to look the other way. We must renew our commitment to protect children and to eliminate drugs from schools. In my community of Dover, N.H., the local police and the schools have an excellent working relationship. So I recently involved the police chief and several police officers in a school drug search that might well help accomplish those goals. Immediately after school was dismissed one afternoon--while some students still were in the buildings--the police and I together searched the school buildings thoroughly, using police dogs trained to detect the presence of heroin, cocaine, hashish, and marijuana. When the dogs signaled that a specific locker or desk contained illegal substances, we noted the name of the student assigned to that locker or desk. Then, we telephoned these students and their parents and asked them to view the results of our search. Students were asked to open their lockers in front of their parents and to turn over the contraband to the police. The purpose of this search was not to have kids arrested. The students, in the presence of parents, received warnings. No police records were kept because this exercise was purely an administrative search. I'm pleased to report that a sizeable cache of hard drugs was not found--only traces. Out of 1,500 lockers, only 22 contained drugs. But it was enough to prove that drugs were being used in school. After the search, we asked parents to work with their children through counseling and drug-awareness programs to see if anything could be done about the students' drug use. Finally, we informed students and parents that the next time we conducted a drug search at school, it would be treated as a police investigation. As you undoubtedly are aware, several courts have split in their rulings concerning the use of dogs in searching students and school lockers for drugs. So before I began my experiment, I checked with local attorneys and the police to make sure I was not violating a law or students' rights. Administrators, of course, should not attempt the kind of search I conducted without knowing their legal rights and responsibilities--fully understanding the possible consequences (including public outcry) of such a search. In my case, the support I received from the community was gratifying. I realize that attempting to curb the flow of drugs in schools is a tricky business, but I believe we owe it to students--and ourselves--to make schools as free of drugs as possible. In Dover, my experiment shocked and scared some kids. That's what I wanted to do. Students and their parents learned two lessons: First, parents now know that our schools are willing to work with them to make sure children spend the school day in a drug-free atmosphere. Second, drug "salesmen" in the schools now recognize that administrators once again have assumed the role of protecting students. And everyone--parents, the police, teachers, and children--knows we care enough to get tough on drugs. After the drug search, a local newspaper had this comment: "In the corridors of our local high school, an unspoken notice has been given. Drugs and schools do not mix....While it is true that life contains many gray areas, drugs in a public school is not one of those grays." (Author)

ED 236 804 EA 016 194

Molitor, James A.; Dentler, Robert A.
Reorganizing the Middle Grades: Guidelines for Administrators, School Boards, and Planning Teams.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.
PUB DATE- Dec 82
CONTRACT- 400-80-0027
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Case Studies; Decision Making; Educational Planning; Elementary Secondary Education; *Instructional Program Divisions; *Middle Schools; School Organization; Social Influences

By examining 12 new middle school programs in 7 school districts in various regions of the United States, this study focuses on how decision-making and planning processes were reflected in grade reorganizations. From interviews with decision-makers involved in each of the cases, the new middle school programs were observed first for their solutions to problems of instructional design in middle schools, including scheduling and teacher role. The issues of the social forces influencing the reorganizations, the making of the decisions to create middle schools, and the planning stages lead to considering such policy influences as the effects of desegregation and declining enrollment. Drawing from the case studies, the authors also make concrete suggestions for future middle school development in such areas as initial decision-making and the stages of planning. Finally, the strengths and drawbacks of those changes studied here are clarified, and general principles are cited for success in middle school implementation. (JW)

ED 236 834 EC 160 852

Teaching Activities: Newborn to 36 Months.

Lubbock Independent School District, Tex.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 81
GRANT- G008100865
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Child Development; Developmental Stages; *Disabilities; High Risk Persons; Infants; Language Acquisition; *Learning Activities; Motor Development; Young Children

Intended for parents, this booklet presents learning activities for very young children with special needs. Activities were developed as part of project DEBT (Developmental Education Birth through Two). Activities are grouped according to the following developmental levels: newborn, 1-3 months, 4-5 months, 6-8 months, 9-11 months, 12-14 months, 15-20 months, 21-29 months, and 30-36 months. Directions are given for each activity and space is provided to report the child's responses. Activites focus on language, gross and fine motor development, understanding of spatial relationships and the concept of time, use of imagination and creativity, social/self awareness and problem solving. (CL)

ED 236 867 EC 160 888

Weaver, Betsy; Halloway, Sydney

Review and Planning Report for Student Suppport Services: P.L. 94-142 and P.L. 89-313 Federally Funded Projects.

Boston Public Schools, Mass.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Evaluation Methods; *Federal Programs; Parent Attitudes; *Program Evaluation; Teacher Attitudes
IDENTIFIERS- *Massachusetts (Boston)

The report provides summary evaluative data on 18 federally funded special education projects in Boston involving more than 2,518 students, 632 parents, and 1,535 school staff. An introductory section provides background information on funding and levels of services provided to handicapped students in the Boston public schools. Section 2 focuses on the monitoring and documentation system designed to evolve into a general evaluaton and tracking framework for all federal projects. Section 3 presents data on student participation (including distribution by language, race, and sex), staff participation, parent participation, and services provided to students (support services, teaching, individual counseling, screening, and occupational placement), staff, and parents. The impact and benefit of federal funding is examined via objectives established in participant service reports and a pilot verification process in which participants responded regarding satisfaction with services. (CL)

ED 236 884 EC 161 105

Holden, Carol; And Others
Vocational Education for the Handicapped in Rural Areas. LINCpaper 814.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE- 83
AVAILABLE FROM- LINCpapers/Missouri LINC, 609 Maryland, University of Missouri-Columbia, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Agency Cooperation; Community Relations; Community Resources; Cooperation; Cooperative Programs; *Curriculum Development; *Delivery Systems; *Disabilities; Educational Change; Educational Facilities; *Educational Innovation; *Rural Areas; School Community Relationship; Secondary Education; *Vocational Education

The paper examines six issues affecting the development of vocational education programs for handicapped students in rural areas. Problems facing special education in rural areas include financial difficulties and inadequate services. The following six issues are addressed (sample recommended strategies for change in parentheses): broadening the curriculum (flexible scheduling, programed and computerized instruction); working with teachers (employment of itinerant teachers, interns, and paraprofessionals); cooperation with neighboring districts and the community (teacher exchange, mobile labs or classrooms, rotation of instructional materials and equipment between schools); community relations (community resource trainers, creation of jobs needed but nonexistent in the community); students' needs (student exchange, parent involvement, and residential boarding programs); and management in the small district (use of combined facilities, and solicitation of assistance of state and community agencies). For each issue, examples of innovative approaches used in rural areas are cited. (CL)

ED 236 899 EC 165 124

McGuire, C. Kent
Programs for Special Student Populations. Issuegram 28.
Education Commission of the States, Denver, Colo.
PUB DATE- 1 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Access to Education; Budgeting; Disadvantaged Youth; Educational Administration; *Educational Finance; Educationally Disadvantaged; Elementary Secondary Education; *Exceptional Persons; Gifted; Policy Formation; Public Schools; *Special Programs; *State Aid; Students
IDENTIFIERS- PF Project

Factors affecting the state role in financing educational programs for special student populations are examined along with potential state policy considerations related to the provision of special services. An outline of the major problems facing state policy makers, such as federal budget cuts, teacher shortages, and the needs of gifted and talented students, is followed by a list of suggestions for low-cost expansion of services. These suggestions include provision of small planning grants for local school districts, state assistance in identifying disadvantaged students, a school-based approach to funding special needs programs, relaxation of targeting requirements, and tying the distribution of funds to program performance standards. The paper concludes with a list of recommended reading. (LP)

ED 236 934 FL 014 090

Fanselow, John F.
I Didn't Do Well in High School English.
California Association of Teachers of English to Speakers of Other Languages.
PUB DATE- 12 Mar 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Course Content; English (Second Language); Grammar;
*Second Language Instruction; Teaching Methods

Language study is classified through a series of definitions of important terms such as dialects, register, speech production, and function words. The content of communications is examined by attributing content to linguistic mediums. An example is presented to illustrate that teaching a language entails more than merely teaching grammar. The attribution of content to mediums other than linguistic ones is also discussed; for example, linguistic visual mediums are usually coded by their literal meanings. While it appears that determining content areas for instruction is simply a matter of relating student needs with teacher lessons, in fact a high level of interrelation exists between areas of language study. Language instruction requires attention to many different areas of language. A teacher can adapt teaching approaches such as the grammar translation method, the audiolingual approach, and situational language teaching by attributing the teacher's preferred area of content to the lessons. In this way a teacher can integrate all aspects of language instruction into the syllabus. (RW)

Voit, Sandy

Providing Legal Services to Students Living Off Campus.

PUB DATE- Jan 80
AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Students; *Commuting Students; Higher Education; Lawyers; *Legal Aid; *Legal Problems; Program Descriptions; Student College Relationship; Student Needs
IDENTIFIERS- PF Project

SUNY (State University of New York)-Binghamton's Off Campus College (OCC) has developed an inexpensive alternative for providing legal advice to students living off campus. Legal aid needs of off-campus students are greater due to possible disagreements concerning tenancy, security deposits, housing code compliance, utility bills, exterminators, and increased risk of traffic tickets and accidents. A free monthly legal clinic was founded by setting up a table for a lawyer and an OCC staffer in a highly trafficked area on campus. Tremendous response to the sessions resulted in making the "Free Legal Clinic" a weekly event with the later addition of evening legal clinics. For more complicated problems, students can set up an appointment with a community-recruited lawyer staffing the clinic. There is a $10 refundable charge for the first 30 minutes, with any future meetings paid for by the students. In addition, OCC has published a small claims court handbook describing court procedures and encouraging people to prepare themselves for their day in court as well as a booklet which is a step-by-step guide to collecting the hard-earned judgments. The necessary legal forms are available at no cost from the clinic. (JW)

ED 236 997 HE 016 768

Marston, Margaret S.; And Others
Expanding and Strengthening NIE's Regional Laboratory Services: Needs, Issues, and Options. Final Report of the NIE Laboratory Study Group.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 3 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Agency Role; Educational Development; *Educational Research; Federal Aid; Financial Support; *Government Role; Higher Education; *Institutional Administration; *Regional Laboratories
IDENTIFIERS- *Mission Statements; *NIE R and D Centers and Regional Educational Labs

Recommendations of the National Institute of Education (NIE) Laboratory Study Group are presented to the director of NIE. The study group reviewed the history and status of the laboratories and examined laboratory issues and options. Recommendations are offered regarding: laboratory purposes, laboratory governance, NIE management of labs, regions, funding levels, and alternative laboratory designs. Specific recommendations include the following: the main purpose of laboratories should be to foster improvement in education through the application of research; laboratories should offer a range of research and development services needed in their region and should emphasize the application of research to improve policy and practice; NIE should establish active systems for coordination between NIE and the laboratories and centers; the federal government should increase NIE funding by 50 percent, with a proportionate increase for expanding and strengthening regional laboratory services; and NIE should explore opportunities through which laboratories and their clients could engage in cost-sharing strategies. Appendices include a framework for examining issues and alternatives related to laboratories, a description of option 4 (laboratories providing direct service to local schools), and a description of option 5 (laboratories specialized in various substantive areas. An executive summary is also included. (SW)

Cox, Alice C.

Collaborative Actions to Aid Students' Transition from High School to College. Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).

PUB DATE- 7 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); College Bound Students; *College Preparation; *College School Cooperation; Educationally Disadvantaged; Educational Objectives; Educational Quality; Hearings; Higher Education; *High Risk Students; Inservice Teacher Education; Mathematics Instruction; Models; Remedial Instruction; Secondary Education; Writing Instruction
IDENTIFIERS- *California; *Excellence; National Commission on Excellence in Education

The importance of cooperation between colleges and schools to insure that students have adequate preparation for college-level work is considered by the assistant vice-president of the University of California System. It is claimed that higher college admission standards would screen out underprepared students but would not solve the problem of underprepared high school graduates. Examples of college-school collaboration to improve the quality of education at the national level and within California are described. The College Board's Project Equality has brought together representatives of colleges and schools to define a basic academic curriculum and the expected learning outcomes in basic subject areas. Collaboration is also evident in the provision that about 500 high school students are allowed to enroll concurrently in college courses at the University of California. In addition, the Bay Area Writing Project at 17 California campuses provides a summer writing institute for high school teachers from various disciplines. Since the writing project has been perceived as a good model for improvement of students' writing, joint mathematics inservice efforts are also being initiated. Additional collaborative programs in California and other states are described. It is recommended that remedial courses need to be shifted back to high schools. (SW)

Johnson, W. Lewis; Soloway, Elliot

PROUST: Knowledge-Based Program Understanding.

Yale Univ., New Haven, Conn. Dept. of Computer Science.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- YaleU/CSD/RR#285
PUB DATE- Aug 83
CONTRACT- N00014-82-K-0714
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Artificial Intelligence; Cognitive Processes; Computer Oriented Programs; *Computer Programs; Computer Science Education; Error Patterns; Higher Education; *Human Factors Engineering; *Programing; Systems Analysis; *Systems Development
IDENTIFIERS- *Debugging Aids; PASCAL Programing Language; Tutorial Mode

This report describes PROUST, a computer-based system for online analyses and understanding of PASCAL programs written by novice programmers, which takes as input a program and a non-algorithmic description of the program requirements and finds the most likely mapping between the requirements and the code. Both the theory and processing techniques by which the system understands buggy and correct programs are examined. Preliminary sections describe the difficulties a program understanding system must overcome in order to accurately analyze a program and provide an example of the results of PROUST's analysis. Processing capabilities are then illustrated through a description of the overall strategy by which PROUST searches through the space of potential interpretations for one that best accounts for the student's program and of how PROUST actually produces an analysis, using both a buggy and a correct program as examples. A preliminary performance test showed that when PROUST was used to analyze 206 different programs of beginning PASCAL programming students, it commented on only 67%, but its analysis was correct almost 94% of the time. Twenty-one references are listed. (Author/LMM)

ED 237 085 IR 050 498

Friberg, Ingegerd, Ed.
The International Research Forum in Information Science Proceedings (4th, Boras, Sweden, September 14-16, 1981).
Boras Univ. Coll. (Sweden).
PUB DATE- 82
AVAILABLE FROM- Hogskolan i Boras, Bos 874, S50115, Boras, Sweden (50 Swedish Cr).
LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- Action Research; Communication Problems; Databases; Documentation; Fiction; Information Dissemination; Information Needs; *Information Retrieval; *Information Science; Information Services; *Information Utilization; Language; Library Role; *Man Machine Systems; Models; *Online Systems; *Research Projects; Statistical Data; Use Studies
IDENTIFIERS- End Users; *User Needs

The Fourth International Research Forum in Information Science (IRFIS 4) focused on two themes: user-oriented research in information science and experimental and practical investigations of the mediation and use of information. An opening speech by Bjorn Tell reviewed information research policy in the United States, France, England, Japan, the Soviet Union, West Germany, and Sweden. Thirteen papers were presented, including: "Models of Dialogue for Information Retrieval," by Nicholas J. Belkin; "Language as a Barrier to Communication," by Ralph Adam; "Action Research and Users' Needs," by T. D. Wilson and D. R. Streatfield; "Education of the End-User in Computerized Information Retrieval," by Nancy Fjallbrant; "The Dissemination and Use of Scientific and Professional Information in Medicine," by Tuula H. Laaksovirta; "Project Athena, 'Thinking Aloud,' and User-Oriented Research," by Kathleen T. Bivins; "The Concept of Entailment for the Purpose of Mediation," by Marta Grabowska; "Factual Data Retrieval from a Data Base Constructed According to the SAP-Technique: A Project Incorporating Government Committee Reports," by Bjorn V. Tell and Irene Wormell; "The Wasteful Use of Empirical Statistical Information in Information Research," by Bertram C. Brookes; "Research on the Needs and Uses of Scientific and Technical Information: Research Areas and Problems," by Lars Hoglund and Olle Persson; "The Librarian's Role as a Mediator in Fictive Literature," by Annelise Mark Pejtersen; "Problem Solving and Information Retrieval. A Case," by Povl Timmerman; and "Pitfalls of User Oriented Research, and Some Neglected Areas," by J. M. Brittain. Also included in the conference proceedings are workshop reports on models and theories of users' needs, influences on information science from other disciplines, and practical research applications and projects. A conference schedule and a list of participants are provided. (ESR)

ED 237 113 IR 050 536

Meyers, Judith K.
Removal of Books from School Libraries.
PUB DATE- 28 May 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Academic Freedom; *Boards of Education; *Censorship;
*Court Litigation; Elementary Secondary Education; Legal Problems;
*Library Materials; *Public Schools; *School Libraries

IDENTIFIERS- United States

This report reviews the seven times that the courts have considered the question of whether school boards can remove books from school libraries. Because the first and the three most recent cases upheld the rights of boards, while the other three cases were won by plaintiffs who had filed their cases against the boards, the differences in the cases are analyzed. The facts of the case, testimony, and reasons cited by the judges for denying or upholding decisions are summarized, including prior judicial rulings. The following cases are discussed in order: (1) Presidents Council, District 25 v. Community School Board No. 25, 457 F.2d 289 (1973) U.S.C.A., Second Circuit; (2) Minarcini v. Strongsville City School District, 541 F.2d 577, (6th Cir. 1976); (3) Right to Read Defense Committee v. School Committee, 454 F. Supp. 703 (D. Mass. 1978); (4) Salvail v. Nashua Board of Education, 469 F. Supp. 1269 (D.N.H. 1979); (5) Pico v. Board of Education, Island Trees Union Free School District, 474 F. Supp 387 (U.S.D.C.N.Y. 1979); (6) Bicknell v. Vergennes Union High School Board of Directors, 475 F. Supp. 615 (D.Vt. 1979); and (7) Zykan v. Warsaw Community School Corporation, (N.D.Ind., No. S79-68, Dec. 10, 1979). A 28-item list of legal references is included. (LMM)

ED 236 772 EA 016 144

School Systems and the Growing Minority.
National School Boards Association, Washington, DC. Educational Policies Service.
PUB DATE- Aug 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTIONS- Board of Education Policy; Elementary Secondary Education; Employed Parents; Faculty Development; Faculty Handbooks; *One Parent Family; *Orientation Materials; *Parent Rights; *Parent School Relationship; Program Descriptions; Teacher Attitudes; *Teacher Exchange Programs

Educators should recognize both the special needs of single-parent students and their parents and be aware of child custody laws and the school's responsibility for a child's safety when parents divorce. Such measures as extended care programs and informal discussion between school staff and parents help ensure equal treatment in the education process. (PB)

ED 236 788 EA 016 174

Assie-Lumumba, N'Dri
Social Inequality and Access to Schooling in the Third World: An African Case. Monograph 83-4.
Houston Univ., TX. Inst. for Higher Education Law and Governance.
PUB DATE- 83
AVAILABLE FROM- Publications, Institute for Higher Education Law and Governance, University of Houston Central Campus, Houston, TX 77004 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Advantaged; Birth Rate; *Developing Nations; Disadvantaged; *Educational Background; *Educational Development; Educational Facilities; Elementary Secondary Education; Foreign Countries; French; Language Fluency; Modernization; Population Trends; *Socioeconomic Status; Statistics
IDENTIFIERS- *Ivory Coast; Polygamy

This paper investigates patterns of distribution of formal secondary education among different social groups in the Ivory Coast. It reviews educational growth in less developed countries (LDC's) and the questions of unequal distribution of education (many LDC's have not reached universal primary enrollment). Reviewing research on educational opportunities in LDC's, it discusses the differences in educational achievement between students from socially advantaged backgrounds and low-socioeconomic backgrounds. In the Ivory Coast study based on 1979 data, the statistics show a relationship between parental educational background and student's educational achievement. Also in distribution in the two types of schools (lycee and college d'enseignement general) and official assignment to school by the Ministry of Education. A major problem in education in LDC's is population pressure. Despite a 1961 monogamy law, polygamy is still prevalent in the Ivory Coast, and fertility rates do not vary significantly by educational background as they do in more developed countries. While the demand for educational facilities increases because of population pressures, the representativity indexes of the socially disadvantaged cannot increase. The author concludes that socially privileged children have disproportionately high chances to attend secondary school and that a trend toward unequal schooling has been established. (MD)

ED 236 819 EC 160 837

Making Integration Work. Human Policy Reports: An Action Series.

Syracuse Univ., NY. Special Education Resource Center.

PUB DATE- 81
AVAILABLE FROM- Special Education Resource Center, Syracuse University, 400 Huntington Hall, 150 Marshall St., Syracuse, NY 13210.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Secondary Education; *Mainstreaming; Normalization (Handicapped); *Severe Disabilities; *Student Placement; *Success

Approaches used in public schools across the country to integrate severely handicapped students with nonhandicapped students are described. Programs have implemented physical integration in a variety of ways, including sending severely handicapped students to neighborhood schools and dispersing classes of severely handicapped students in regular schools. Integration has been accomplished in such nonacademic activities as school assemblies, field trips, and social activities. Reverse integration has also been successful: nonhandicapped students volunteer to perform a variety of roles in special classes. Some programs focus on community integration. Elements of successful programs include use of consulting teachers and assistant principals to support regular administrators, decentralization of special services, involvement of vocational specialists, provision of incentives to regular teachers serving severely handicapped students, encouragement of team teaching between special and regular teachers, faculty and parent integration, and use of university students and other volunteers to integrate severely handicapped students. (CL)

ED 236 852 EC 160 871

Quinones, Wm. A.; Haughton, Donna Denney
Prevocational Education: Research Implications for Teacher Training.
PUB DATE- Apr 76
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adjustment (to Environment); Failure; Literature Reviews; *Mental Retardation; *Prevocational Education; *Success; *Teacher Education; Vocational Adjustment

Factors determining vocational success and failure for mentally retarded persons are reviewed and implications for teacher education addressed. The history of vocational programs for this population is traced, and problems noted in research regarding vocational fitness (including lack of standardized projective vocational tools). Among factors cited as related to success are personality traits, environment, psychomotor efficiency, and personal and social adjustment. Characteristics of vocational failure are said to include social immaturity and community adjustment problems. Research on vocational predictors, largely inconclusive, is reviewed. Implications for teacher education are explained to include curriculum emphases on social and personal adequacy and client and employer counseling. The paper concludes with a brief summary of Project PREM (Preparing Regular Educators for Mainstreaming) which developed a competency based teacher education module on career education. (CL)

ED 236 917 FL 014 069

Rescorla, Leslie; Okuda, Sachiko
Lexical Development in Second Language Acquisition: Initial Stages in a Japanese Child's Learning of English.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; Child Language; Comparative Analysis; *English (Second Language); Japanese; Language Acquisition; Preschool Children; *Second Language Learning; *Vocabulary Development

The vocabulary development in the first 11 weeks of English acquisition by a 5-year-old Japanese girl was studied. The girl and her mother (a linguistic researcher) arrived in the United States at the start of the study. Lexical data from a language diary kept by the mother and from adult and peer sessions were pooled to produce a chronological corpus of vocabulary acquisition. The words in the chronological vocabulary corpus were classified according to semantic class. Lexical acquisition proceeded more rapidly than in first language development, with 75 words acquired by 7 weeks and 171 by 11 weeks. General nominals constituted 48% and multiword gestalt type lexical items constituted 12% of the total lexicon. Verbs, modifiers, and pronouns were more frequent than typically found in first language lexicons. Only 15% of the first 75 words and 11% of the total lexicon of 171 words were ever overextended. Overinclusive categorizing was less prominent and overextensions expressing presyntactic relations were relatively more prominent than in first language learning. It is concluded that vocabulary acquisition in second language development differs in a number of ways from first language lexical development. (Author/RW)

ED 237 041 HE 016 821

Coleman, Daniel R., Ed.

Integrating Human Resources and Technology. Proceedings of the Association for Institutional Research Forum (Toronto, Canada, May 23-26, 1983). Association for Institutional Research 1983-1984 Directory.

Association for Institutional Research.

PUB DATE- Sep 83

AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32303.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Accountability; Agency Role; *Computer Oriented Programs; Economic Climate; Futures (of Society); Higher Education; *Human Capital; *Institutional Research; *Management Information Systems; *Technological Advancement

IDENTIFIERS- *Association for Institutional Research; Bylaws

Abstracts and four papers from the 1983 Association for Institutional Research (AIR) Forum on integrating human resources and technology are presented. AIR membership and organizational information are also provided. Paper titles and authors are as follows: "It Ain't All Bad" (Dean F. Berkley); "Technological Innovation and Strategies for Investing in Human Capital" (H. Ian Macdonald); "Futures: The Effects of New Microelectronics" (Alexander Shure); and "The State of the Association and the Institutional Research Profession" (William F. Lasher). Topics include the impact of the computer on education, management information systems and accountability systems, the efforts of the IDEA Corporation to promote technological innovation and the growth of the Ontario, Canada, economy. Abstracts and summaries are presented of contributed papers, seminars, symposia, panels, workshops, table topics, and special interest/regional group meetings. Lists are provided of program participants and contributors, along with forum registrants. The AIR Directory includes the constitution and bylaws, guidelines for awarding membership, minutes of the 1983 annual business meeting, the president's annual report, the financial report, and reports of the other AIR officers. In addition, AIR committees and affiliated regional/special interest groups are listed, along with 1983-1984 members. (SW)

ED 237 070 IR 010 900

Hertz, Robert
Microcomputers in Bilingual and Foreign Language Instruction: A Guide and Bibliography.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jun 83
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Databases; Elementary Secondary Education; *English (Second Language); *English Instruction; Language Skills; Media Selection; *Microcomputers; *Second Language Instruction
IDENTIFIERS- *Computer Uses in Education

Designed to help educators use computers comfortably, effectively, and economically as classroom instructional tools, this document focuses on the use of computers for teaching English, English as a Second Language (ESL), and foreign languages. The educational implications of introducing computers into language instruction are discussed with emphasis on the practical aspects of establishing computer-assisted language instruction---from selecting equipment to securing suitable computer programs compatible with the conventional classroom instructional materials. The use of the Computer Assisted Language Instruction Bibliography (CALIB) located at the National Center for Bilingual Research is then introduced. The six appendices which comprise the major part of this publication list (1) funding sources (federal and state, private foundations, and computer manufacturers); (2) colleges and universities that offer courses or master's programs in educational uses of computers; (3) the 108 books and articles currently listed in the CALIB database; (4) CALIB software programs and source information; (5) persons and schools using computer assisted instruction (CAI); and (6) organizations for educators using CAI. (LMM)

ED 237 144 JC 830 531

Koltai, Leslie
1983 State of the District Address. Los Angeles Community College District.
Los Angeles Community Coll. District, Calif.
PUB DATE- 26 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Associate Degrees; College Programs; *Community Colleges; Educational Innovation; *Financial Problems; Program Descriptions; *Retrenchment; *State Aid; Two Year Colleges; Two Year College Students

This annual address by the Chancellor of the Los Angeles Community College District (LACCD) focuses on the financial crisis affecting the district and on the district's innovative activities and programs. Opening remarks review the recent actions of the governor and legislature which resulted in the maintenance of the community colleges' tuition-free status, but also in a $108 million cut in their funding base. Next, changes in community college policies and their impact on educational access are examined. Problems due to budget reductions are then described in terms of specific decreases in institutional and student support services of the past 2 years. The following sections describe innovative programs and other noteworthy LACCD activities, including Project ACCESS, a program designed to improve the transfer function; a national study on the redefinition of the associate degree; cooperative programs with industry; the LACCD's self-supporting community services programs; and international education programs. After the district's long-range planning activities are examined, the paper concludes with comments focusing on the ability of the LACCD to survive the

ED 237 159 JC 830 564

Shawl, William F.
Development of Video Tapes for Classroom Use.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15
Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports
Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Colleges; *Film Production; *Film Productio
Specialists; Instructional Materials; *Material Development;
*Production Techniques; Scripts; *Teacher Role; Two Year Colleges;
*Videotape Recordings
IDENTIFIERS- *Golden West College CA

Golden West College (GWC) has been producing video tapes for classroom use since 1970, and has gained through experience useful insights about faculty and television production crews. Faculty members are content experts, accustomed to controlling everything that goes on in the classroom, and oriented toward the printed or spoken word rather than toward visual images. Television production crews, on the other hand, are typically not teachers and have a different reward system that values creative productions and technical excellence. GWC's system for developing high quality videotapes makes use of the best efforts of both. The system involves the following steps: (1) the staff development officer discusses classroom needs with the faculty member and helps determine if a video lesson is appropriate; (2) a project proposal and budget are developed; (3) the faculty member, with the assistance of the staff development officer, specifies learning objectives and writes the content material; (4) a scriptwriter, working from this material and with the faculty member, writes the video tape script, which is then reviewed by another person in the discipline; (5) the script is used to guide the production, with th faculty member serving in an advisory capacity and, perhaps, appearing on camera; (6) the editing process insures that the faculty member's needs and expectations have been met; and (7)

ED 236 773 EA 016 145

Neill, Shirley Boes, Ed.
Planning for Tomorrow's Schools: Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.; Education News Service, Sacramento, Calif.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Involvement; *Computer Literacy; Curriculum Development; *Demography; Educational Finance; Educational Improvement; *Educational Planning; Educational Trends; Elementary Secondary Education; *Employment Projections; Futures (of Society); *Long Range Planning; Needs Assessment; Resource Allocation; School Business Relationship; School Districts; School Support; *Teacher Improvement; Teacher Supply and Demand

Offering long-range planning as a means of controlling educational problems and opportunities, this guide presents procedures for school district planning as well as relevant information concerning demographics, politics/finance, teaching staff, curriculum, computers/technology, and tomorrow's jobs. Among aspects of planning covered are background, ingredients of good planning, planning models, preparation for effective planning, community and staff involvement, setting goals, needs assessment, application of accurate information and assumptions, generating solutions, setting priorities, issues management, and formal aspects of the finished plan. The implications for planners of demographic trends--including enrollment projections, changes in student types, and increases in single-parent homes--are explored. A section on politics and finance emphasizes the necessity of improving the quality and image of public ecucation in order to maintain public support. Possible solutions to the problem of attracting and retaining capable teachers are offered and staff development policies outlined. A chapter underscoring the need for curriculum reform for higher academic achievement proposes that educational leaders set priorities for core curricula and suggests methods for curriculum review. Technological trends are discussed, and guidelines for integrating computers into educational programs and administration are provided. Educational implications of job projections are drawn. The text is illustrated with case studies throughout. (MJL)

ED 236 835 EC 160 853

Trezza, Alphonse F.
Standards for Library Services to Disabled Students.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Libraries; *Disabilities; *Library Services;
Physical Disabilities; Postsecondary Education

The paper addresses the quality and extent of services provided by academic libraries to students with disabilities. The issue of establishing standards for such services is considered, and while the author notes the formidable difficulties involved in establishing such standards, he asserts that standards must be developed and implemented. He cautions that the services provided to physically impaired students must be at least as good as those offered to other students and that staff must be more concerned with the actual service provided than with procedures and processes involved. Further, he suggests that library staff must be aware of the responsibility of serving disabled students and must communicate that responsibility to the administration. (CL)

Peddling Programs: Getting the Message Across.
National Clearinghouse for Commuter Programs, College Park, Md.
PUB DATE- Dec 81
AVAILABLE FROM- National Clearinghouse for Commuter Programs, University of Maryland, 1195 Student Union, College Park, MD 20742.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Students; Advertising; *Commuting Students; Evening Students; Guidelines; Information Dissemination; News Media; Postsecondary Education; *Publicity
IDENTIFIERS- PF Project

Publicity techniques for reaching commuter students are presented in this article. Following a discussion of the special problems associated with reaching commuter students with information, the difference between promotion, advertising, and publicity is explained. Publicity strategies are then provided for: (1) reaching adult students; (2) reaching evening students; (3) holding promotional events; (4) using the news media; and (5) designing posters, flyers, and ads. A list of inexpensive resources on publicity is included. (DC)

Colleges Enter the Information Society.
American Association for Higher Education, Washington, D.C.
PUB DATE- Mar 83
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Freedom; *College Libraries; College Role; Computer Assisted Instruction; Computer Oriented Programs; *Computers; Data Processing; Distance Education; *Educational Technology; *Higher Education; Information Processing; Liberal Arts; Library Services; Mass Media; Program Administration; *Technological Advancement; *Television

The implications for higher education of the U.S. transformation from an industrial to an information society are discussed in six papers. Russell Edgerton provides an overview in "Entering the Information Society: An Introduction." In "The Computer: An Enabling Instrument," Louis Robinson considers the current era of the personalization of the information processing function, computers in colleges, computers as information processors, the technology of such machines, and the computer as a democratizing instrument. George Gerbner discusses the power of the mass media, especially television, as a prominent characteristic of the information society in "Liberal Education in the Information Age." Topics addressed by Ithiel de Sola Pool in "Academic Practices, Freedoms, and the New Technologies" include the following: the effect of communication technologies on academic practices and academic freedom, how centralized or decentralized the management of educational technology will be, and teaching with computers. In "The Library: Center of the Restructured University," Patricia Battin considers traditional roles and services of the librarian, new communication links, and six policy implications. Finally, Steven Muller's "The Post-Gutenberg University" discusses the nature of the challenge facing higher education. (SW)

ED 237 026 HE 016 804

College Admissions and the Transition to Postsecondary Education. Staff Analysis of the Visit to Chicago by the National Commission on Excellence in Education, June 23-24, 1982.

National Commission on Excellence in Education (ED), Washington, DC.

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Advising; *Admission Criteria; *Articulation (Education); *College Admission; *College Attendance; College Bound Students; Declining Enrollment; Economic Factors; Educational Testing; Hearings; Parent Student Relationship; Postsecondary Education; *Secondary School Curriculum; Student College Relationship
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

Perspectives concerning college admissions and the transition to postsecondary education are analyzed, based on June 1982 hearings and discussions held in Chicago, Illinois, for the National Commission on Excellence in Education. Issues addressed in the public hearing include: (1) the relationship between declining enrollments and admissions standards; (2) the impact of economic and financial aid changes on college attendance and student choice; (3) the comparative roles of testing, coursework, and grades in admissions standards; (4) the role of parents in the transition from secondary to postsecondary education; and (5) the process of student adaptation to the academic and institutional demands of college. The principle emphasis of the public hearing was secondary education. Themes include the following: education has a significant and complex relationship to our national purpose; articulation is a diffuse and poorly understood concept; college admissions policies, particularly those relying on formulas, cannot play a significant role in the enhancement of educational excellence; and guidance and advisement are important supports for students; college-level programs offered in high school. Issues for further examination include: federal and state roles in education; the high school curriculum; parental roles and perceptions; and identifying and preserving what is working well in American education. (SW)

ED 237 100 IR 050 521

Laubacher, Marilyn R.
How to Prepare for a Computer Search of ERIC: A Non-Technical Approach. Revised and Updated.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- NIE-400-82-0001
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (IR-63; $3.75 plus $1.50 for shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Clearinghouses; Databases; Guidelines; *Indexing; Information Needs; *Information Retrieval; Information Services; *Online Systems; *Search Strategies; Thesauri
IDENTIFIERS- *ERIC; *Query Negotiation (Library Science)

Designed for educators requesting information from ERIC and for the search intermediary who channels educators' requests to a search service, this updated guide explains in non-technical language the steps involved in preparing a computer search for the ERIC database. A beginning section on how to initiate a search discusses the choice of a database and whether to use a manual or computer search. A discussion of the search negotiation process covers the type of search and problem definition. The process of developing a search strategy is also examined, including access points to ERIC materials; using the Thesaurus of ERIC Descriptors; indexing rules, including use of major descriptors and identifiers, indexing specificity, and educational levels; and indexable elements, i.e., population concepts, activities/action and methodology/materials concepts, curriculum concepts, identifiers, and document form/type concepts. Five appendices list the ERIC Clearinghouses with contact information, databases of interest to educators, publication types and codes, and educational level descriptors, and provide forms for ordering ERIC documents and reprints of journal articles. A glossary and a 42-item bibliography are included. (LMM)

ED 237 129 JC 830 503

Groff, Warren H.
Strategic Planning and Management for Vocational-Technical Education on the Community College Level.
PUB DATE- 1 Dec 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; Economic Development; *Educational Planning; *Long Range Planning; Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Strategic Planning

Elements of strategic planning are discussed in terms of their relevance for occupational education. Introductory remarks focus on the educational implications of the transformation from an industrial society to a technological society based on information. Two facets of strategic planning are discussed next: external assessment, which involves needs assessment, market analysis, environmental scanning, trend and policy analysis, and issues management; and internal audit, which involves the evaluation of programs on the basis of quality, centrality, and market viability. The next section assesses the sophistication of vocational-technical education with regard to collecting the kinds of data that are useful in strategic planning. The following section describes two recommendations: (1) the development of conceptual frameworks which would clarify the relationship between postsecondary education and the economy and (2) the clarification of the role of vocational-technical education in economic development. Finally, the paper presents a multi-year plan of action designed to synthesize research and development on selected topics, to assist institutions in planning strategically, and to reduce the lag time between research and development and its pilot application and dissemination. (LAL)

ED 236 742 CS 504 443

Krull, Judy M.
Experiential Learning: Drama for Middle School/Junior High.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aesthetic Education; Class Activities; *Dramatics; Elementary Education; Enrichment Activities; Experiential Learning; Junior High Schools; *Language Arts; Middle Schools; *Motivation Techniques; Production Techniques; *Teaching Methods; Theater Arts

Middle school and junior high school language arts students can receive a basic background in the elements of theatrical production and an appreciation of the theatre arts by producing and performing one act plays. A six- or seven-week unit can progress from the basics of pantomime, reading and vocabulary, and characterization with make-up, through blocking and rehearsing, set and costume construction, and lighting, to performances, striking the set, and an "Academy Awards" ceremony. Various activities related to production will enhance spelling, vocabulary, reading comprehension, and analytical thinking and writing skills. The unit can be evaluated by students with a weekly assessment of each other's performance of responsibilities. Students who generally have difficulty with the language arts can meet with success in a drama unit, and all students may develop a lifelong interest in and an appreciation for the theatre. This kind of activity can also generate media coverage, resulting in increased interest and support from the community. (Appendixes include a try out sheet, language arts and writing exercises, an evaluation form, and suggested royalty-free one act plays.) (HTH)

Smith, Mary Ann; And Others
Women Getting Together and Getting Ahead. Sex Equity in Educational Leadership.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- WEEA Publishing Center, 1982 Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 (Code No. 0317; $5.75; three related documents in a set entitled, "Sex Equity in Educational Leadership," also available: Code No. 0315; $17.25 per set).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Education; Administrator Evaluation; *Administrators; *Career Planning; Change Strategies; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Job Application; *Leadership; Mentors; Occupational Information; Records (Forms); *Sex Discrimination; Sex Fairness; Social Support Groups; Women Faculty
IDENTIFIERS- Oregon; *Sex Equity in Educational Leadership

The Sex Equity in Educational Leadership (SEEL) project in Oregon was designed to develop a model for achieving sex equity in school administration that could then be adopted by other states. This volume provides advice about the paths to administrative positions and how to survive and succeed in these positions. It also contains advice for successfully organizing in order to change hiring patterns, cope with negative attitudes, and provide encouragement and support for other women. After a brief history of the role of women in education, a quiz about why sex inequities exist in management is followed by answers and supporting summaries of current research. Part 2 of the publication contains chapters that deal with preparing and applying for, and surviving and succeeding in, administrative positions. Materials are often in the form of questions and guidelines. Descriptions of many of the issues facing women in administration today are followed by coping suggestions. Part 3 describes support groups for professional women and offers guidelines for organizing and running them smoothly. The appendixes include forms and suggestions for support groups arranged according to the kind of task being undertaken, such as monitoring school districts for administrative vacancies and producing a directory of qualified candidates. (MLF)

ED 236 885 EC 161 106

Cameron, Carl T.; Dick, Marlene A.

A Resource Guide for Providing Vocational Education for Handicapped Students in Missouri. LINCpaper 821.

Missouri Univ., Columbia. Coll. of Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE- 83
AVAILABLE FROM- LINCpapers/Missouri LINC, 609 Maryland, University of Missouri-Columbia, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Education; *Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Legislation; *Models; Program Development; State Legislation; State Programs; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- Missouri

The monograph considers ways in which vocational education can serve students with special needs. An introduction establishes the importance of career/vocational education in the development of handicapped persons, noting the philosophy behind special vocational/career education programs in Missouri. The implications of federal legislation (the Education for All Handicapped Children Act and the Vocational Education Act of 1963 as amended by the Education Amendments of 1976) and Missouri's House Bill 474 regarding components of vocational programing are noted and compared. Resulting programatic and personnel changes are considered. Among the services described in Missouri's model are career education components (awareness, preparation, exploration, and placement and followup); vocational services (a continuum of services from regular vocational programs to workshop settings); and instructional services (educational assessment, academic placement, instruction, and evaluation). A final section outlines steps for beginning a program based on needs assessment. Federal, national, regional, and state resources are listed in addition to resource materials. (CL)

ED 236 900 EC 165 125

Griffith-Sheriff, Denise; Walter, Virginia

Managerial Applications of the Microcomputer for Special Education Teachers. For Your Information.

New England Regional Resource Center, Burlington, VT.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 81
CONTRACT- 300-80-0719
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Computer Oriented Programs; *Educational Administration; Elementary Secondary Education; Evaluation Methods; Management Information Systems; *Microcomputers; *Special Education
IDENTIFIERS- PF Project

An overview of the uses of microcomputers in special education management is provided. Following a list of nine applications of microcomputers to educational management is a brief description of microcomputers currently used in education. A listing of five firms currently marketing special education management software includes information of software applications, flexibility, and cost. Suggestions for selecting and evaluating software focus on documentation, cost, input, output, flexibility, training, and hardware. Resources for further information are provided. (LP)

ED 236 935 FL 014 091

Morley, Joan
Listening and Language Learning: Aspects of Theory and Practice.
California Association of Teachers of English to Speakers of Other Languages.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Linguistic Theory; *Listening Comprehension; Listening Skills; *Second Language Instruction; Teaching Methods

Four areas relating to listening and language learning are examined: current directions in second language instruction, listening instruction in second language programs, listening as a means to an end versus listening comprehension as an end in itself, and the influence of listening research on materials development for second language instruction. Listening is viewed not only as a critical component of language use but also as a skill that is neglected in the language classroom. The emphasis on teaching speech skills has led to the neglect of listening instruction. Only recently have instructional materials focused on listening with understanding as the end product. It appears now that researchers, theorists, and materials developers share similar concerns in second language learning and teaching. This convergence includes the emphasis on genuine language, a focus on content which conveys meaning, and the recognition of levels of learning that have different characteristics requiring different instructional formats. It is suggested that listening comprehension, formerly a neglected skill area, may well be the main area of focus in the second language profession during the 1980's. (RW)

ED 236 970 HE 016 316

Whitehead, John
Tips for Chairpersons.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Journal Articles (080)

DESCRIPTIONS- Administrative Principles; Administrator Guides;
*Governing Boards; Guidelines; Leadership Responsibility;
*Supervisors; *Supervisory Methods
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Set your mission. Agree on it. Keep talking about it. Set annual goals. Not too many. Monitor your progress. Expect results. Unite with your staff chief. Work out your differences. In private. Send out agendas and background material before board meetings. Review meetings in advance with your staff chief. Run the meetings yourself. That's what chairpersons are for. Be in charge. Try never to take a vote. Try to reach consensus. Then there are no losers. Every board member should have a specific responsibility. Interview them and make assignments. Don't be bashful about taking charge. Don't worry about hurt feelings. It's your chance to make a difference! (John Whitehead, Former chairperson, Board of Managers, Haverford College; Managing Partner, Goldman Sachs & Co.) (Author)

ED 236 998 HE 016 769

Yudof, Mark G.; And Others
Recommendations of Center Study Group for Educational Policy.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 3 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Educational Development; *Educational Policy; *Educational Research; *Education Work Relationship; Employment Practices; Federal Aid; Financial Support; *Governance; Government School Relationship; Higher Education; Labor Force Development; Personnel Policy; Public Policy; *Research and Development Centers; Research Needs

IDENTIFIERS- *Mission Statements; *NIE R and D Centers and Regional Educational Labs

Research recommendations on policy issues that have national scope and significance and that are appropriate for research and development centers supported by the National Institute of Education (NIE) are offered to the director of NIE. Five mission statements are presented for the following areas: policy and pupil performance, policy and school personnel, policy on education and employment, governance and educational policy, and translating research into educational improvement. The mission statements include information on the following: the nature of the problem and its probable short- or long-term duration, the type of research that is indicated for each mission, potential research topics and themes, research agendas, audiences and consumers for the center's research and development, challenges for policymakers over the next decade, new research that will be needed over the next decade, resources and institutions that will be necessary to do the research, issues pertaining to different levels of government, and public-private issues. Organizational concerns pertaining to the centers are also briefly discussed. In addition, two papers on technology and education are appended: "The Transfer of Knowledge," by the Study Group for Educational Policy, and "Why Will the Computer Become the Dominant Educational Delivery System?" by Alfred Bork. (SW)

ED 237 056 IR 010 880

Clippinger, John H.; Fain, Sanford B.

Evaluation of Telecommunications Demonstration Projects and Recommendations to the DHEW Telecommunications Demonstration Program. Final Report. Executive Summary and Summary Report. #146-01/02.

Kalba Bowen Associates, Inc., Cambridge, MA.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 19 May 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cost Effectiveness; Data Collection; *Delivery Systems; *Demonstration Programs; Federal Programs; Information Services; Literature Reviews; Media Research; Program Development; *Program Evaluation; *Social Services; *Telecommunications
IDENTIFIERS- Evaluation Reports; *Telecommunications Demonstration Program

The two reports presented here describe an 18-month project intended to review and evaluate the first year's activities of the Office of Telecommunications Policy's (OTP) Telecommunications Demonstration Program for the delivery of social and health services; develop approaches for evaluating individual demonstration programs in the future; identify factors that have an influence on the successful institutionalization and transfer of innovative uses of telecommunications; and provide information on which to base future actions for program development and offer recommendations concerning future roles for the program. The first report provides an overview of telecommunications and the delivery of services; an overview of the Telecommunications Demonstration Program, including OTP's legislative mandate, demonstration program objectives, demonstration projects and other program-related activities, issues and problems in funding and administering projects, and program strategy implementation; planning and evaluating demonstration projects; institutionalization and transfer of demonstration projects; and recommendations for improving the program. The second report, which is in the form of an executive summary, provides a brief description of the project methodology, a review of the 12 demonstration projects undertaken by a variety of institutions including services offered and technology used, a summary of program activities, a discussion of planning and evaluating demonstration projects and barriers to their institutionalization and transfer, and organizational, policy, and project recommendations. (LMM)

ED 237 114 IR 050 537

Newman, Joan; And Others
Research Goes To School: How to Find and Use Research for Improving Schools.
Washington Office of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Computer Oriented Programs; *Databases; *Educational Research; Elementary Secondary Education; Information Networks; Information Seeking; *Information Services; *Information Sources; *Linking Agents; *Research Utilization
IDENTIFIERS- ERIC; Research Summaries; *Washington

Designed to help educators locate the best, most up-to-date research and information available for decision making, this handbook focuses on computer searching of databases, manual searching of materials, and telephone searching of "people networks." A rationale is presented for using research on education and a discussion of where to find research information describes ERIC (Educational Resources Information Center), WLN (Washington Library Network), information utilities, and information networks. A second section on how to access research information discusses commercial search services and the KNOW-NET project (Knowledge Network of Washington), a state education service designed to stimulate and increase the use of research information by Washington's elementary and secondary educators. Other sections cover what to expect from an information search, how to become a KNOW-NET linker (a field representative for KNOW-NET), how to build your own information service, and techniques for summarizing research information. Appendices include lists of available databases from BRS and DIALOG, ERIC ordering information and forms, information on database access and on journal collections, and examples of paragraph and short-phrase outline research summaries. (LMM)

ED 236 868 EC 160 889

McIntyre, Thomas
Teacher Stress and Burnout: A Review of Research Literature.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Literature Reviews; Special Education Teachers; *Stress Variables; *Teacher Burnout

The paper addresses the issue of teacher stress and burnout in special education. Prevalence figures are cited to show the widespread nature of the condition and resulting high turnover rates. Sources of stress/burnout among regular educators as well as special educators are identified. It is explained that research has identified a number of factors as related to burnout: sex, marital status, teacher age and number of years teaching experience, level of education, grade level taught, teaching position (resource room versus special class), class size, type of exceptional child taught, and needs deficiencies cited by teachers. Possible links between burnout and job dissatisfaction are noted, and the need for comparative research with other fields is emphasized. (CL)

ED 236 853 EC 160 872

Fruge, Don L.; Green, Karen O.
Estate Planning for Retarded Persons and Their Families.
Mississippi Univ., University. Law Center.
SPONS. AGENCY- Mississippi State Dept. of Mental Health, Jackson. Div. of Mental Retardation.

ED 237 012 HE 016 790

Hargadon, Fred

From School to College. Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).

PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; *Articulation (Education); College Admission; College Bound Students; *College Preparation; College School Cooperation; *Competitive Selection; *Educational Quality; Hearings; Higher Education
IDENTIFIERS- *Excellence; *National Commission on Excellence in Education

Perspectives on secondary school preparation and college admissions, and specifically admissions to selective colleges, are provided. According to a 1977 Stanford University document (which is briefly summarized but not appended), there is considerable variation in the number of solid academic courses taken by high school students, and capable students appear to undertake relatively light academic programs. Admissions considerations for selective colleges are identified, and the following three criticisms of selective college admissions are discussed: (1) colleges place too much emphasis on grades and test scores and too little emphasis on personal qualities; (2) predicted success in college is not an adequate measure of predicted success in life; and (3) when colleges take "A" students and keep them "A" students, there is less value added than when colleges take "C" students and turn them into "B" students. Attention is directed to the notion that the key to improving the academic programs and performance of students is raising college admission standards. It is suggested that raising academic standards is linked to focusing resources and attention on academic programs, improving teaching conditions, attracting to schools high quality teachers, and promoting consultation between school teachers and college faculty. Concerns regarding minority students are also addressed. (SW)

ED 236 789 EA 016 175

Wahab, Zaher
The Portland Public School System: From Panacea to Battleground.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Black Education; Board of Education Policy; Busing; *Conflict; *Desegregation Methods; *Educational History; Educational Quality; Elementary Secondary Education; Equal Education; School Community Relationship; *School Desegregation; Transfer Programs
IDENTIFIERS- *Black United Front; *Portland School District OR

An indepth account of the conflict around the education of black students in Portland, Oregon, begins with a summary of the history of segregated schools since 1867. The paper presents a multidimentional analysis of school segregation and integration. Educational statistics are cited illustrating that academic achievement of blacks, who today comprise 20 percent of the students in Portland's public schools, is very low. Concern over racial segregation in the city's public schools first surfaced in the early 1960's. Conflicts since that time up to the present have generated numerous committees and commissions, a student transfer program, desegregation plans, and accounts of institutional racism encountered by black students bused to white schools. The final part of the paper describes the Black United Front (BUF), which questions both the theoretical-juridical underpinnings and practical outcomes of busing. The BUF has demanded parent involvement in the education of children, in changes in the curriculum, and in selection of teachers and principals. (MLF)

ED 236 836 EC 160 854

Chuska, Kenneth R.; And Others
District Self Analysis Instrument...Establishing Baseline Data for Gifted and Talented Programs and Practices...1982.
Allegheny Intermediate Unit, Pittsburgh, Pa.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Delivery Systems; Elementary Secondary Education; *Gifted; *Self Evaluation (Groups); *Talent

The instrument is designed for use as a self-assessment for districts to facilitate goal setting with regard to the provision of services to gifted and talented students. The items are based on research, common operational practices, and exemplary practices. Districts are asked to respond to items in terms of degree of importance and degree of implementation in their schools, with a discrepancy factor resulting. Items are then rank ordered and prioritized, and goals are established. The following aspects are analyzed: general practices, the arts for the talented, English/communication, foreign language, mathematics, reading, science, social studies, spelling, teacher education, parent education, and teacher selection. It is noted that the instrument is not intended for program evaluation, but rather for use in improving programs and practices. (CL)

ED 236 918 FL 014 070

Identification, Assessment and Programming System for Students of Limited English Proficiency: A Systems Manual.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Bilingual Education; Elementary Secondary Education; Language Proficiency; Language Tests; *Limited English Speaking; Program Effectiveness; *Program Implementation; Student Placement
IDENTIFIERS- Hawaii

The Hawaii State Department of Education's compliance plan for serving the special needs of minority students of limited English proficiency includes current policies, procedures, and program implementation specifications. The procedures address: surveys of newly enrolled students, English and native language proficiency assessment, program placement, diagnosis, programming, program staffing, parent and community involvement, and evaluation. Sample student enrollment and records forms, a sample individual learning program form, and job descriptions for program staff members are appended. (RW)

ED 236 953   HE 016 299

Palmer, Stacy E.
What to Say in a Letter of Recommendation? Sometimes What You Don't Say Matters Most.
PUB DATE- 7 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTIONS- College Applicants; Communication Problems; Guidelines; Higher Education; Job Applicants; *Letters (Correspondence); *Writing (Composition)
IDENTIFIERS- *Letters of Recommendation; PF Project

Letters of recommendation too often do not tell recipients what they need to know about a candidate. The letters may address irrelevant qualities of the candidate or they may discuss only vague generalities. Faced with this problem, many employers prefer telephone interviews; however, people in higher education continue to rely on letters of recommendation. Some suggestions for writing effective letters that have been offered by experienced letter readers are: (1) don't rely on a predetermined list of questions; (2) explain your relationship to the candidate; (3) learn about the candidate's career goals; (4) compare the candidate to others; (5) tailor the letter to the specific position or program being applied for; (6) back up your remarks with details; (7) decline the candidate's request for a letter if you feel uncomfortable about writing it; (8) elaborate on the limitations of the candidate's current position; (9) avoid sexist or racist remarks; (10) watch for phrasing which could be misunderstood; (11) volunteer to provide further information by telephone; (12) keep the letter brief; and (13) end on an upbeat note. (DC)

ED 237 071 IR 010 901

Hudson, Heather; York, Lynn
Information and the Economy: Policy Issues for Educators.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Demography; *Economic Factors; Educational Opportunities; *Educational Technology; Federal Government; *Information Dissemination; Information Science; Library Education; Population Growth; Public Agencies; *Technological Advancement
IDENTIFIERS- *Information Sector; *Information Technology

This report provides an overview of the growth of the information sector in the United States and presents policy issues for educators which arise from trends in the economies and demography of six states: Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. Information work is classified as information creation, organization, handling, technology production, technology distribution, and maintenance. The major federal agencies involved in information policy are classified according to their role in information transmission; i.e., science, research, and technology; dissemination of information for education and training; information and the consumer; and international information policy and international trade. Recent federal legislation proposed to improve education is summarized, and the role of state governments is shown through examples of special task forces that have been established in the region to attract high technology industries. The discussion of policy issues includes an examination of the skills students will need in an information-based economy; applications of information technology (teleconferencing, videotext and teletext, video, and microcomputers) for classroom instruction, teacher training, educational administration, and home learning; strategies for coping with shortages of teachers and funds; and equal access to information technologies. Thirty references are listed. (Author/LMM)

ED 237 086 IR 050 499

A Glossary of Initialisms, Terms, Acronyms, Phrases, etc. 2nd ed. Publication No. 17 (Revised).
Colorado State Univ., Ft. Collins. Libraries.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Abbreviations; *College Libraries; *Definitions; Glossaries; Higher Education; *Library Science
IDENTIFIERS- *Colorado State University Fort Collins

This glossary of terms includes definitions for over 500 words, acronyms, initialisms, and phrases generally used in librarianship or used specifically in Colorado State University (CSU) libraries. The glossary is in alphabetical order. Cross references and multiple definitions are provided where necessary. A four-item annotated bibliography listing the sources for many of the definitions, and an organizational chart for CSU libraries are also provided.

ED 236 820 EC 160 838

Clarke, S. C. T.; Nyberg, V. R.
Evaluation of the Alberta School for the Deaf.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Deafness; Elementary Secondary Education; Foreign Countries; Formative Evaluation; Parent Attitudes; *Program Effectiveness; Program Evaluation; Surveys; Teacher Attitudes
IDENTIFIERS- *Alberta School for the Deaf

The report summarized a formative evaluation of the Alberta (Canada) School for the Deaf (ASD). Data were collected via observations by 12 consultants; interviews; and questionnaires completed by parents, teachers, students, and administrators. The evaluation was designed to focus on such aspects as instruction (including curriculum) and total communication staff roles and functions, school climate, parental involvement, program impact on recent graduates and current students, and administration issues. Among findings reported are differences of opinion concerning the use of American Sign Language, yet uniformity of agreement on other issues such as the use of total communication, the need for parent education, and the existence of adequate funding. Specific findings and recommendations are offered for the following topics: the need for coordination and communication, integration, standards of school achievement, parent education, administration residence provisions, specific instructional programs (including language arts, social studies, science, and mathematics) and assessment and monitoring. Reports of three evaluators are appended. (CL)

PUB DATE- 82
GRANT- 59-P-20555/4
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTIONS- *Estate Planning; Federal Programs; *Financial Support;
Legal Problems; *Mental Retardation; Money Management; Taxes; Trusts
(Financial); Wills

Intended for parents and legal guardians of mentally retarded persons, the manual provides guidelines for estate planning. An overview of definitions, causes, and prevalence factors in retardation is followed by reviews of the major financial assistance governmental programs such as Medicare, and Supplemental Security Income, and of legal requirements regarding private support by family members. Estate planning mechanisms are considered in four chapters on guardianships, estate and gift taxation, wills and administration of estates, and trusts. Legal requirements are noted as are recommended procedures and provisions. The concluding three chapters address tax issues with separate attention devoted to life insurance, annuities, and generation-skipping transfers. Sample will and trust provisions are appended along with a resource guide for further reading. (CL)

ED 237 042 HE 016 823

Floyd, Nubra Elaine
The Minority Student in Higher Education: An Annotated Bibliography.
PUB DATE- 29 Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Academic Achievement; *Academic Persistence; Annotated Bibliographies; *Black Students; College Faculty; *College Students; Developmental Studies Programs; Educational Testing; Enrollment Trends; *Family Characteristics; Graduate Study; Higher Education; Mexican Americans; *Minority Groups; Social Life; Student Adjustment; Student Attrition; *Student College Relationship; Student Personnel Services

A bibliography of 238 journal articles, most of which are annotated, is presented that covers various aspects of the status of the minority student in American higher education. In addition, a list of research studies on college student attrition and persistence is included, since many of these studies may have special implications for low income and ethnic minority students. The publication dates of the articles range from 1957 to 1981, but most were published during the past 5 years. An outline is presented to locate references and article summaries by topical areas. On background and family, the following specific topics are covered: the structure of relations, social and economic status, parents' values and attitudes, students' values and attitudes, and community service orientation. Other topics that are covered include: enrollment patterns, testing and admissions, minority student adjustment, the student college relationship, student achievement, special academic programs, the status of minority students in graduate and professional schools, faculty and administrators, the residential experience, social life, social support programs, and counseling and personal support programs. Research on college student persistence and attrition is cited that covers institutional environment factors affecting minorities, background and family factors, academic achievement factors, and social and personality factors. (SW)

ED 237 145 JC 830 532

Paoni, Frank John

Survey of Teaching Methods of Brookdale Community College Full-Time Teaching Faculty.

Brookdale Community Coll., Lincroft, NJ. Center for Educational Research.

PUB DATE- Nov 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- *College Faculty; Community Colleges; Questionnaires; School Surveys; *Teaching Methods; Teaching Styles; Two Year Colleges

A study was conducted to investigate the teaching methods used by full-time faculty at Brookdale Community College (BCC). The study sought to collect relevant demographic data; survey the teaching methods used in an average semester and the factors influencing the selection of teaching methods; identify changes in teaching methods; and survey faculty needs and means of assisting faculty in developing new teaching methods. Study findings, based on survey responses from 77 of 150 faculty members and 29 follow-up interviews, revealed that: (1) 65% of the respondents had at least 6 years of college experience at BCC; (2) 73% of the respondents had taken a course in teaching methods; (3) 75% of the resondents indicated that at least 75% of instruction took place in the classroom; (4) the most widely used teaching methods used over a given semester were discussion, audio-visual presentations, lecture, and problem solving; (5) the two factors that most influenced the selection of teaching methods were course content/objectives and personal teaching style; (6) 22 of 29 faculty interviewed indicated that they had changed their teaching methods and all but one of the 29 felt a desire to learn other teaching methods; and (7) a majority of faculty interviewed felt that a workshop would be an appropriate means of learning new skills. Appendices include the survey instruments. (HB)

ED 237 160 JC 830 810

Noonan, John F.
Discussing Racial Topics in Class.
PUB DATE- 4 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Anxiety; Blacks; College Faculty; College Students; *Discussion (Teaching Technique); Guidelines; Higher Education; *Racial Attitudes; *Racial Bias; Racial Differences; Racial Discrimination; Student Attitudes; Teacher Attitudes; Whites
IDENTIFIERS- PF Project

It is difficult to think of any subject more conspicuous by its absence from the college classroom than the discussion of racial issues. Factors contributing to this absence include uncertainty about how to raise and discuss such issues and fear of appearing to be racist. In order to break higher education's silence on racial issues, faculty should: (1) communicate their uncertainty to students and invite them to convey theirs; (2) acknowledge their ambivalence about raising provocative issues; (3) listen without judging; (4) allow time for students to compose their thoughts; (5) invite students to evaluate the underlying assumptions in their statements; (6) maintain the examination of differing viewpoints as a top priority; (7) reduce the fear whites have of being seen as racists; (8) acknowledge the legitimacy of anger; (9) examine the belief that only blacks are hurt by racism; and (10) help students recognize the unique strengths that blacks have developed. (DC)

ED 237 161 JC 830 811

Putman, Scottie
Learning through Improvisational Games.

ED 236 743 CS 504 444

Schmidt, Wallace V.
The Exit Interview as Monitor for Change: A Review of Literature.
PUB DATE- 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Communication Research; *Dismissal (Personnel);
*Employer Employee Relationship; *Employment Interviews;
*Organizational Change; *Organizational Communication; *Personnel
Data; Personnel Policy
IDENTIFIERS- *Exit Interviews

The exit interview, while widely practiced, has been largely ignored as an instrument for organizational change. A review of the literature reveals that eight out of ten firms in the United States use exit interviews to control attrition and identify areas where changes need to be instituted. Persuading an employee to tell the truth about why he or she is leaving can pose many difficulties. These can be minimized, however, if the interviewer (1) prepares carefully for the interview, (2) puts the employee at ease, (3) seeks information, (4) uses tact, (5) is honest, (6) concludes the interview, and (7) completes the exit interview report. Noting that this traditional form of interview is not always effective in securing accurate information, Martin Hilb of Schering-Plough International has developed an alternative approach that includes built-in mechanisms, including "image cards" and a "profile" method of evaluation, that help gain reliable data. The literature clearly indicates that, properly used, the exit interview can indeed be a monitor for necessary organizational change. (FL)

ED 236 774 EA 016 160

The Excellence Report: Using It to Improve Your Schools.
American Association of School Administrators, Arlington, Va.
PUB DATE- 83
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00719; $1.00; add $1.50 postage and handling on orders totalling less than $15.00; quantity discounts on orders of over 200 copies; orders for less than $15.00 must be prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Academic Standards; Administrator Guides; Back to Basics; Comparative Education; Competency Based Education; Core Curriculum; *Educational Assessment; Educational Improvement; Educational Needs; *Educational Quality; Elementary Secondary Education; Federal Government; Futures (of Society); Government School Relationship; Higher Education; High School Graduates; Low Achievement; National Programs; Outcomes of Education; Public Education; Relevance (Education); *School Effectiveness; Teacher Education; Technological Literacy; Time Factors (Learning); Underachievement
IDENTIFIERS- *National Commission on Excellence in Education; *Nation At Rist (A)

The National Commission on Excellence in Education authored a report, "A Nation At Risk," that investigates the declining state of the educational system in America, identifies specific problem areas, and offers multiple recommendations for improvement. This publication is designed to help school administrators use the Commission's report to improve schools and build support for quality education. It contains the complete text of the report, an outline of key concepts in the report, questions administrators may be asked about the report, and possible frameworks around which administrators may wish to build their own answers. Specific suggestions are offered administrators including using the report as a basis for discussions or planning sessions involving various groups along with ways to structure the format for such meetings. Other suggestions include forming a coalition for excellence in the community, and communicating the key concepts mentioned in the report to the community through speeches, newsletters, the news media, and personal contact. (MLF)

ED 236 869 EC 160 890

Bradley, Valerie J.
Factors Affecting Complex Litigation.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Attitude Change; *Court Litigation; Institutionalized Persons; *Legal Problems; *Mental Retardation; *Social Action

The paper addresses ways in which litigation serves a role in the reform of services for mentally disabled children and adults. Effects on deinstitutionalization are emphasized. Benefits of using litigation to secure the rights of mentally retarded persons include public awareness, quality assurance standards for institutions, and the development of new programing strategies. Drawbacks to litigation are also reviewed, including disproportionate allocation of resources into institutional programs; bureaucratic resistance to reforms required by court rulings; polarization of interests, especially among parents and personnel; and legislative backlash. The paper concludes with an analysis of some factors affecting the future of litigation in the field of mental disabilities, notably a diminished willingness to consent and increasing financial pressures and the effect of austerity. Five suggestions for reformers are offered, including pursuing rights based on highly definite legal rules rather than on more open-ended provisions and increasing recruitment of paraprofessionals in public law practice. (CL)

ED 236 936   FL 014 092

Pearson, Christine R.
Foreigner Register: Characteristics and Implications.
California Association of Teachers of English to Speakers of Other Languages.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Communication; Language Teachers; *Language Usage; *Second Language Instruction; Student Teacher Relationship; Suprasegmentals
IDENTIFIERS- *Registers (Linguistics)

The phenomenon of the modified register, here termed Foreigner Register, the register of language that is used by language teachers with students of perceived low language proficiency, is discussed. As used by language teachers, Foreigner Register is well formed and simplified or modified in terms of syntax, phonology, and lexis. The characteristics of Foreigner Talk and Foreigner Register as described in six studies are discussed. Generalizations regarding the apparent functions of Foreigner Register in the language class and the possible implications of its use for the language learner are highlighted. It is asserted that Foreigner Register should be supported for use in the language classroom since it facilitates communication and language acquisition. However, it must not be used to the exclusion of other forms since it acts as a comprehension inhibitor by not helping the student to learn to function in an environment of unmodified language. (RW)

ED 236 985 HE 016 741

Horizons, 1984-1985. A Guide to Post-Secondary Education in Ontario.
Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- 83
AVAILABLE FROM- Communication Services Branch, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L2, Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Apprenticeships; *College Programs; Correspondence Study; Degrees (Academic); Disabilities; *Foreign Countries; Institutional Characteristics; Older Adults; Postsecondary Education; Program Descriptions; Skilled Occupations; Student Costs; Student Financial Aid; *Technical Institutes; *Universities; *Vocational Schools
IDENTIFIERS- Canada; *Ontario

A comprehensive summary of postsecondary educational opportunities in Ontario is presented to assist students in choosing a course of study. After presenting information on student costs and student financial assistance, general information on Colleges of Applied Arts and Technology is provided. For each college, apprenticeship programs, regular programs, and short programs are identified. An index of programs is included. Profiles of each college are also provided that include enrollment data, program descriptions, and information on alternative learning opportunities. Additionally, an overview of apprenticeship programs and descriptions of specific trades are presented. General information on Ontario universities, a chart of study programs available at Ontario universities, and

profiles of each institution are included. The profiles include information on admission requirements, degrees offered, tuition and fees, financial assistance, and enrollments. Profiles are also provided for other postsecondary education institutions (e.g., chiropractic colleges, agricultural technology colleges, hospital programs, business institutes, and art colleges). Finally, correspondence study programs, facilities for disabled students, native studies, private vocational schools, and study opportunities for senior citizens are covered. (SW)

ED 237 027 HE 016 805

Adelman, Clifford

College Curriculum: Shape, Influence, and Assessment. Background Briefing Paper for a Special Panel of The National Commission on Excellence in Education (Kingston, Rhode Island, August 27-28, 1982).

National Commission on Excellence in Education (ED), Washington, DC.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; *Articulation (Education); College Credits; *College Curriculum; College School Cooperation; *Degree Requirements; Educational Quality; *Educational Technology; Postsecondary Education; Secondary Education; Student Characteristics; *Student Evaluation; Teaching Methods
IDENTIFIERS- Blue Ribbon Commissions; *Excellence; National Commission on Excellence in Education

Issues concerning the influence of college curricula are considered as part of a background briefing paper for a special panel of the National Commission on Excellence in Education. The objective was to examine features of contemporary college studies to determine what should be protected or changed to improve the quality of postsecondary education. Attention is directed to the following concerns: (1) the shape of college curricula as reflected in program and degree requirements, the ways in which content is delivered to students, and the grounds for credentials; (2) the influence of college curriculum on secondary schools and secondary school students; and (3) the assessment of the effects of curriculum requirements and delivery on what college students learn. Specific issues include: the influence of the changing student constituency; modes of teaching and learning; the potential and limitations of educational technology; the value of various new forms of assessment, particularly "value-added"; factors accounting for the proliferation of courses and degree programs; whether personal improvement courses should be credited toward baccalaureate degrees; whether class contact hours is a justifiable criterion; and whether there are regional variations in college exit standards. A list of papers commissioned for the panel is included. (SW)

ED 237 101 IR 050 522

Coons, Bill
INFOQUEST: A Research Strategy Approach to Locating Information.
Utah State Univ., Logan. Merrill Library and Learning Resources Program.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - General (130)
DESCRIPTIONS- *Academic Libraries; College Students; Computer Oriented Programs; *Educational Games; Higher Education; Individualized Instruction; *Information Seeking; Information Sources; Instructional Materials; Library Guides; *Library Instruction; *Library Skills; Orientation Materials; Worksheets
IDENTIFIERS- Computer Searches; *Utah State University

Originally developed by Utah State University's Merrill Library and the English Department's Writing Center, INFOQUEST includes a gameboard, 18 factsheets, and 16 worksheets. These materials were designed to (1) present basic information-finding techniques in a simple, comprehensive, and enjoyable manner; (2) help freshman students plan and implement successful information searches; and (3) relate students' individual information needs to the necessary overall information retrieval strategy. Although the approach was specifically developed for use in Merrill Library, basic principles are applied in strategies which can be used in other libraries. The factsheets, which are numerically arranged to correspond to spaces on a game board, cover the following topics: research strategy, library services, locating materials in Merrill Library, choosing a topic, subject headings, background information, books, articles (magazines and journals), government documents, current events, biographies, critical reviews, statistics, microforms, computer searches, evaluating an information source, and information resources. Worksheets are provided for all but the final two factsheet topics. A citation summary sheet is included to assist students in preparing a bibliography for a final research paper. (LMM)

Small Business Course for Older Americans. Instructor's Guide.
American Association of Community and Junior Colleges, Washington, D.C.

REPORT NO.- ISBN-0-87117-128-7
PUB DATE- 83
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle N.W., Suite 410, Washington, DC. 20036 ($35.00 per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Education; *Adult Learning; *Adult Students; Business Administration; *Business Education; Middle Aged Adults; *Older Adults; *Small Businesses; Teaching Methods; Two Year Colleges

Resulting from a project designed to demonstrate that entrepreneurship can be a realistic choice for persons aged 55 years and older, this instructor handbook offers assistance in preparing and teaching courses for older adults on starting a small business. Introductory remarks provide background on the project and explain the use of the guide. The next section explores some of the financial and emotional concerns of older adults, and offers suggestions for teaching this group of students. Next, information is presented on the companion course guide for students and guidance is provided on the use of handouts as teaching tools; means of maintaining student interest; the use of guest speakers, films, and overhead transparencies; ways to offer students additional help; and the use of tests, quizzes, and other evaluation methods. A final section offers suggestions for making presentations by outside resource people more effective classroom experiences, considering steps such as determining behavioral objectives, drawing up a contract with the outside resource person, and providing needed information for the guest speaker. (LAL)

ED 236 758 EA 015 947

Alexander, Lamar
We Need This Master Teacher Program. The Endpaper.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTIONS- Apprenticeships; Beginning Teachers; *Incentives; *Master Teachers; Program Descriptions; *Teacher Certification; Teacher Evaluation; *Teacher Promotion
IDENTIFIERS- *Master Teacher Program; PF Project

The governor of Tennessee has proposed a Better Schools Program designed to improve the state's school system, attract more and better-paying jobs to the state, and help retain the best teachers. The Master Teacher component of the program, if adopted, will set up four certificated career stages for teachers: (1) apprentice; (2) professional; (3) senior; and (4) master. The last three stages will provide salary awards for teachers who meet certain experience and performance criteria and who receive the recommendation of the Master Teacher Certification Commission. This Commission is the key to success for the Master Teacher Program. To be a legitimate evaluation authority, it must be made up of qualified people who judge teachers according to objective standards. The state legislature - even though it hasn't yet passed the Better Schools bill - has authorized the establishment of an Interim Commission to develop teacher evaluation criteria. The Interim Commission is also selecting the state's first 75 Master Teachers who will be called on to implement the evaluation system at the regional and local levels. A financial incentive will help make teaching a fully professional career, draw the best young people, retain and challenge them to do even better, and inspire excellence in the classroom by rewarding excellence in teachers. (JW)

ED 236 806 EA 016 196

Schmuck, Patricia A.; And Others

The Oregon Story. Sex Equity in Educational Leadership.

Oregon Univ., Eugene. Center for Educational Policy and Management.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- WEEA Publishing Center, 1982 Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 (Code No. 0316; $6.75; three related documents in a set entitled, "Sex Equity in Educational Leadership," also available: Code No. 0315; $17.25 per set).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

(055)
DESCRIPTIONS- Administrator Education; *Administrators; Administrator Selection; Attitude Change; Change Strategies; Elementary Secondary Education; *Equal Opportunities (Jobs); Females; Higher Education; Leadership; Records (Forms); *Sex Discrimination; *Sex Fairness; Social Support Groups; Women Faculty
IDENTIFIERS- *Oregon; *Sex Equity in Educational Leadership

The Sex Equity in Educational Leadership (SEEL) Project was initiated to test several strategies for increasing the number of women in public school administration in Oregon. This book is a description of the various activities carried out and their results. The historical context of women's representation in school leadership is summarized, and SEEL strategy for change is described. That strategy includes efforts to change (1) individual attitudes, behaviors, and understandings; (2) organizational policies and practices; and (3) local school district hiring practices. The Oregon Network was SEEL's effort to conduct research on how various forces influence hiring patterns and practices. A chapter describes the research and service functions of the network, the findings of the research, and SEEL's advice to others who wish to replicate the network functions. Evaluation data are presented about the SEEL project's success, and the final chapter is written as a series of questions to help others translate the experiences and results in Oregon to other states and settings. The appendixes include copies of forms, several "how-to" descriptions, and other materials relevant to those attempting to achieve sex equity in educational leadership. (MLF)

ED 236 854 EC 160 874

Knox, Stanley C.

Staff Development Needs in Special Education: A Minnesota Study. Program Assistance Report No. 9.

Upper Midwest Regional Resource Center, Minneapolis, MN.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Mar 82

CONTRACT- 300-800-719

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Administrator Attitudes; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Needs Assessment; Special Education; *Staff Development; State Surveys; *Teacher Attitudes

IDENTIFIERS- Minnesota

The study surveyed local education agencies in Minnesota concerning staff development needs for personnel serving handicapped children. Questionnaires were developed for direct service providers as well as for program administrators. Data provided information on characteristics of direct service personnel (including position type, licensing, and level of primary responsibility) and on their inservice training needs. Primary needs identified were design and implementation of educational programs, techniques of behavior management, and evaluation of student performance. Consistency was noted across groups and across regions in the state. Ratings are presented for teachers of the educable and trainable mentally retarded, learning disabled, emotionally disturbed, visually handicapped, hearing handicapped, physically disabled, speech impaired; regular class teachers; social workers; school psychologists; vocational education teachers; and related service personnel. Analysis of questionnaires completed by 271 administrators presented information on inservice needs according to position and region. Among those items rated highly by the total group were designing staff development programs, evaluating instructional programs, and supervising and evaluating special education personnel. Recommendations were made for renewed efforts at statewide cooperation and coordination among training institutions and for developing training based on regional needs. (CL)

disabled, speech impaired; regular class teachers; social workers; school psychologists; vocational education teachers; and related service personnel.

Dick, Marlene A.
An Individualized Instructional Management System for Vocational Educators of Special Needs Students...Or How Can I Be in 15 Places at Once? LINCpaper 822.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE- 83
AVAILABLE FROM- LINCpapers/Missouri LINC, 609 Maryland, University of Missouri-Columbia, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; *Individualized Instruction; *Management Information Systems; Models; Student Educational Objectives; *Vocational Education

Intended for vocational educators, the monograph analyzes the role of individualized instruction in vocational programing for special needs students. Characteristics of an individualized approach include active learning, instructional objectives, small units, evaluation, and self-pacing. Suggestions are offered for implementing an individualized approach in terms of units of instruction based on job analysis, goals and objectives reflecting entry level to more advanced job skills, a variety of instructional activities matched to the objectives, pre and post assessment devices to measure objectives, a learning environment that facilitates individual learning, and an efficient record keeping system. The final section considers the establishment of an instructional management system to monitor the flow of activities and document the progress of instruction. (CL)

ED 236 901 EC 165 126

Griffith-Sheriff, Denise; Walter, Virginia
Public Law 94-142: What Does It Mean for the Classroom Teacher? For Your Information.
New England Regional Resource Center, Burlington, VT.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 81
CONTRACT- 300-80-0719
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Disabilities; *Educational Legislation; *Educational Needs; Elementary Secondary Education; *Mainstreaming; *Special Education; Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Education for All Handicapped Children Act; PF Project

Concerns that classroom teachers may have regarding the effect of Public Law 94-142 (Education for All Handicapped Children Act) on their responsibilities and their jobs are addressed. Answers are provided to 12 commonly asked questions about the meaning of various terms used in the law, the definition of handicapped student, aspects of Individualized Educational Plans for handicapped students, and recourses if handicapped children in regular classrooms exhibit problems. The paper concludes with a list of resources for further information on Public Law 94-142. (LP)

ED 236 971 HE 016 565

Linnell, Robert H.
Intellectual Property: Developing an Equitable Policy.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- Mar 83
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (up to 10 copies free, 10 or more $.25 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Role; Educational Facilities; Faculty College Relationship; Federal Legislation; Higher Education; *Income; *Intellectual Property; *Legal Responsibility; *Patents; Personnel Policy; *Policy Formation; Research Utilization; Scholarship

Issues pertaining to equity rights to intellectual property and policy concerns of colleges are discussed. The following factors need to be addressed: the extent to which the intellectual property is created and/or reduced to practice during time paid for by the institution; the extent of use and value of facilities provided by the institution and access to facilities to employees at no cost or obligation; the contribution of institutional materials and supplies to the creation of intellectual property; the relationship of the intellectual property to college work; and the role of the college in the development or marketing of an intellectual property created by an employee. The following issues that should be considered in the development of intellectual property policies are identified: determination of individual participation (e.g., colleagues, students); the institutional role; consideration of the general public, which provides direct or indirect financial support; legal questions, development and marketing; academic freedom; and the comprehensiveness and consistency of the policy. A policy of institutional ownership of intellectual property produced with institutional resources is advocated, and the merits of income sharing are identified. Attention is also directed to relevant new federal legislation. (SW)

ED 236 999 HE 016 770

Brown, Ann; And Others
Center Study Group on Learning & Development Report .
National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Computer Assisted Instruction; *Educational Research; *Educational Technology; English Instruction; Family Influence; Federal Aid; Higher Education; Language Skills; Learning Processes; *Literacy; Mathematics Skills; Reading Skills; *Research and Development Centers; Science Instruction; Social Background; Student Characteristics; Writing Skills
IDENTIFIERS- *Mission Statements; *NIE R and D Centers and Regional Educational Labs

Research recommendations concerning learning and development that are appropriate for research and development centers supported by the National Institute of Education (NIE) are offered to the director of NIE. Mission statements are presented on the following areas: literacy (reading, writing, and English skill development); learning and understanding mathematics and science; educational technology; the learning process; and home and community influences on learning. Each mission statement considers the following concerns: the national need, current status of research, need for a center, and priority research topics. The mission statement on the learning process suggests that studies of school learning are needed in a national center where learning, teaching, and schooling are combined, not fragmented. Research topics that are identified for this center include: learning mechanisms, general learning skills, and cognitive analyses of teaching and knowledge transmission. The mission statement concerning educational technology suggests that there is a need for basic research on the social, cognitive, and educational implications of new technology, including computer-based instruction. Finally, it is noted that the proposed center on home and community influences on learning would emphasize individual and group (cultural, economic) diversity and specific handicapping conditions. (SW)

ED 237 087 IR 050 501

Rodman, John A.
Keywork Thesaurus. A List of Terms and Codes to Identify Areas of Interest for Research and Other Types of Sponsored Programs. Keyword Thesaurus Project Update for New Participants.
Texas Univ., Dallas.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Classification; Higher Education; Indexing; *Information Dissemination; *Program Descriptions; *Program Proposals; *Research Projects; *Subject Index Terms
IDENTIFIERS- *Keywords; National Endowment for the Humanities; National Institute of Education; National Science Foundation; Requests for Proposals

This list of program types and keywords (with codes) was prepared for program officers at the National Endowment for the Humanities, the National Institute of Education, and the National Science Foundation to use when preparing program announcements and requests for proposals. Staff persons responsible for screening such documents at colleges and universities may then use the codes to identify which of the faculty at their institutions should be notified. Twenty-four program types are listed for coding funding announcements or solicitations to indicate the type of activity which may be supported. A Keywords Categorical List includes geographic terms which may either be the subject of research or a project location. The remaining keywords are divided into nine broad categories representing major classifications: (1) agriculture/food sciences/food; (2) arts/humanities/cultural activities; (3) behavioral/social sciences; (4) education; (5) engineering; (6) health and safety; (7) law; (8) management/commerce; and (9) science and technology/mathematics/computer science. An "other" category includes fire/flammability studies, military science/military history/peace/amnesty, recreation and leisure studies, and university/industry cooperative activities. Instructions for assigning terms are included. More than 100 colleges and universities participated in this experimental thesaurus project in 1982-83. Project newsletters, an update for new participants, and an evaluation questionnaire sent to participants along with this version of the thesaurus are attached. (LMM)

ED 237 115 IR 050 538

Wicklein, John
Will the New Technologies Kill the Public Library?
PUB DATE- 20 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Databases; Futures (of Society); Home Programs;
*Information Dissemination; *Information Networks; *Library Role;
Library Services; *Public Libraries; *Telecommunications
IDENTIFIERS- *Access to Information

With fiber optic networks that can deliver library materials directly to the user from computerized data banks, is there any need for the library function? For the short term, public libraries will survive. The answer for the medium and long-term is much less certain. Libraries will survive if librarians see themselves as active providers of information and services that the public needs to function effectively in a society changed by the communications revolution. Public libraries must continue to exist because they are central to maintaining the tradition of providing the free access to information necessary to have an informed public. Librarians will have to campaign to preserve free access to government information, as private data services may preempt the libraries' traditional role as information suppliers. Cable companies may be able to bar distribution by libraries and other nonprofit organizations from their two-way, interactive videotex systems, and thus become the gatekeepers of information. To preserve their relevance to the community, libraries should become production centers for educational, governmental, and public access channels on local cable television systems, programming some of the channels themselves. (Author/LMM)

ED 236 790 EA 016 178

Huge, Jim
Police Your Policies on Student Discipline.
National School Boards Association, Washington, DC. Educational Policies Service.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Achievement; Administrators; Attendance; *Board of Education Policy; Corporal Punishment; *Discipline Policy; Due Process; Elementary Secondary Education; Grading; Suspension; Teamwork

"Lack of discipline" heads the list of major school problems in annual polls on public education. Studies show a major factor distinguishing effective schools is an "orderly climate." The school board must have a firm discipline policy that reflects its goals and relates discipline to the total learning process. In establishing policies the school board should (1) set a general framework for a fair, firm, and consistent set of discipline procedures; (2) conform with school system policy and develop a plan with local administrators, students, teachers, and parent input; (3) provide inservice training for all school personnel that develops a team approach to discipline; (4) use a variety of creative strategies to deal with discipline problems (alternative classrooms and programs and schools, inschool suspension); and (5) consider ways to promote good behavior by accentuating the positive. (MD)

ED 236 837 EC 160 855

Consuegra, Gerard F.
Developing Gifted Programs in Science.
PUB DATE- 13 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (ror Teacher) (052)
DESCRIPTIONS- *Curriculum Development; Elementary Secondary

Education; *Gifted; Lesson Plans; *Science Activities; *Science Instruction; *Student Characteristics; Talent Identification

The paper explores the needs of gifted students with exceptional interests and talents in science. General characteristics of gifted students are listed, as are characteristics of the gifted in science (including questing, personal drive, and an enjoyment of numbers). A multidimensional gifted identification process is reviewed, and the lack of instruments for identifying the gifted in science is noted. Three principles of differentiating the science curriculum for the gifted are described: higher cognitive thinking skills, processes of learning/thinking, and formal operational schemes. Criteria for evaluating science lessons according to these three principles are listed. The paper concludes with three examples of model science lessons for the gifted: determining density and evaluating density investigations; investigating starch location in plants and implication for nutrition; and understanding phosphorus and its effect on water quality. (CL)

Gladney, Frank Y.
Handbook of Polish.
Illinois Univ., Urbana.
SPONS. AGENCY- Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
PUB DATE- 83
CONTRACT- OEC-0-72-2487
AVAILABLE FROM- G & G Press, 709 West Michigan, Urbana, IL 61801 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Descriptive Linguistics; Graduate Study; *Grammar;

Higher Education; *Polish; Second Language Instruction; Spelling; Uncommonly Taught Languages

This Polish grammar handbook is designed as a one-semester introductory text for graduate students in Slavic languages and literature. It serves as a descriptive grammar of such aspects as the meaningful units used by Polish speakers to communicate, rules of pronunciation, and standard spelling. Thirty-eight units and a Polish-English word index are included. (RW)

ED 236 954 HE 016 300

Perry, Suzanne
Formal Reviews for Tenured Professors: Useful Spur or Orwellian Mistake?
PUB DATE- 21 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Attitudes; *College Faculty; Higher Education; Opinion Papers; Teacher Attitudes; *Teacher Evaluation; Tenure; *Tenured Faculty
IDENTIFIERS- PF Project

Opinions and recommendations regarding performance evaluations of tenured professors are presented. Some of the arguments in favor of post-tenure evaluation are that it could improve performance, ensure fair treatment, increase motivation, and rid colleges of incompetent faculty. Among the arguments against such a system are that it would defeat the purpose of tenure, threaten academic freedom, increase antagonism between administrators and faculty, and force professors who have already demonstrated competence through the rigorous tenure process to perpetually prove themselves. (DC)

ED 237 013 HE 016 791

MacVicar, Margaret L. A.

College Admissions and the Transition to Postsecondary Education. Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).

PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Admission Criteria; *Articulation (Education); *College Admission; *College Freshmen; Competitive Selection; Hearings; Higher Education; *Research Opportunities; Student Adjustment; Student Motivation; Student Teacher Relationship; Time Management
IDENTIFIERS- *Excellence; *Massachusetts Institute of Technology; National Commission on Excellence in Education

The admissions process at Massachusetts Institute of Technology (MIT), freshmen year courses, and the Undergraduate Research Opportunities Program (UROP) are discussed. MIT's admissions criteria include the College Board Achievement Test, Scholastic Aptitude Test scores, high school transcripts, essay replies by applicants, letters of recommendation, and interviews with MIT alumni. Faculty members and admissions staff read admissions folders and score the candidate according to the evidence of quality presented. There are no cutoff scores: each applicant is considered on individual merits. In addition to the preparation level of the student, evidence of intellectual persistence and creativity is of interest to the selection committee. Difficulties encountered by freshmen result from deficiencies in academic preparation and difficulties in budgeting time and setting priorities. Additionally, students have trouble undertaking or appreciating conceptual modeling. The UROP allows undergraduates to join faculty members in an inquiry so that they can learn by example the process of seeking answers and assimilating knowledge. The program also fosters meaningful student-faculty relationships and develops student maturity. Comments made by MIT undergraduates about their research education experience are included. (SW)

ED 237 057 IR 010 881

Clippinger, John H.; Fain, Sanford B.

Planning and Evaluating Telecommunications Demonstration Projects and Assessing the Costs of Telecommunications Demonstration Projects. Final Report #146-03.

Kalba Bowen Associates, Inc., Cambridge, MA.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- May 80

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Case Studies; *Cost Effectiveness; Delivery Systems; *Demonstration Programs; Disabilities; Grants; Information Services; *Program Development; *Program Evaluation; Questionnaires; *Social Services; *Telecommunications

IDENTIFIERS- Evaluation Reports; Office of Telecommunications Policy; *Telecommunications Demonstration Program

This two-report volume was prepared to describe approaches for evaluating individual Office of Telecommunications Policy (OTP) demonstration projects in the future and to aid demonstration project directors in project planning and development. The first report focuses on the role of planning and evaluation activities, stressing their importance in helping the program to promote telecommunications use in social service delivery more effectively. It also presents an overview of the types of information that are useful in various phases of project development and includes an outline for the annual evaluation reports required of grantees. The second report examines the economic and financial characteristics of telecommunications demonstrations, presents a method for analyzing project costs, and then applies the method to the three projects that had generated sufficient data for an analysis. These case analyses are presented as case studies in an appendix. (LMM)

ED 236 744 CS 504 445

Shelton, Robert L.
Communication in Loving Relationships.
PUB DATE- 12 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Affection; Course Descriptions; Ethics; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; *Speech Communication; Speech Curriculum; *Student Needs; Values Clarification

A description of a college course entitled "The Loving Relationship," this report first explains course structure and requirements, textbooks used, and instructional goals. After offering assumptions underlying the course's development, including the ideas that loving is an act of will, that communication is essential to love, and that personal values cannot be divorced from an examination of loving relationships, the report explains the general course content. It then lists significant problems posed by the course, such as student expectations of easy grading, difficulties in choosing and training student facilitators for discussion sections, and problems in covering a large amount of material in one semester. It closes with a sample syllabus. (MM)

ED 236 821 EC 160 839

Duffy, Francis M.

Organization Development Strategies to Increase the Effectiveness of Instructional Supervision.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Role; *Disabilities; Elementary Secondary Education; *Organizational Climate; Program Effectiveness; Self Evaluation (Individuals); *Supervision

The author cites conditions for error within schools as one major reason for limited effectiveness of instructional supervision. The ongoing diagnostic process of identifying conditions that reduce the effectiveness of supervision is termed organizational learning. The importance of involving the entire school system is emphasized, and the initial participation of senior level administrators is stressed. It is explained that data collected at each level of the system could be used to construct an organizational map identifying conditions for error and the effects on the school's social system. Feedback and potential solutions are then considered. Conditions for implementing organizational learning are summarized. The author offers an example of such organizational learning undertaken at a residential school for handicapped students. Results of the efforts at the school are said to have increased the effectiveness of supervision by requiring administrators to focus on their own behavior first. (CL)

ED 236 870 EC 160 891

Bradley, Valerie J.
Evaluation of Advocacy Models.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Advocacy; *Developmental Disabilities; *Evaluation Methods; *Mental Disorders; Program Effectiveness; *Program Evaluation

The paper describes approaches and findings of an evaluation of 10 advocacy projects providing services to developmentally disabled and mentally ill persons across the country. The projects included internal rights protection organizations, independent legal advocacy mechanisms, self-advocacy training centers, and legal advocacy providers in conjunction with local government. The evaluation process included four instruments used to collect information: individual client profiles, an aggregate client data instrument, a project overview instrument, and a staff time and budget instrument. Findings are summarized according to the following topics: clients served (age, living arrangement), strategies employed (negotiation vs. litigation), cost findings (demonstrating a large range of costs), and efficacy in bringing about broad-based changes in the service delivery systems. Six implications of the finding are highlighted, including that the relationships between mental health professionals and advocates do not have to be adversarial, that advocacy activities are not characteristically confrontational, and that legitimation of advocacy programs in state statutes and/or regulations may ensure their continued existence. (CL)

ED 237 043 HE 016 824

Hackbarth, Steven L.; Gastaldi, Mahroo N.
The Planning and Implementation of American Graduate Degree Programs for Iranian Educators.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Education; Admission Criteria; Ancillary School Services; Culture Conflict; *Exchange Programs; Faculty Development; Foreign Countries; *Foreign Students; *Graduate Study; Higher Education; *International Educational Exchange; Masters Degrees; School Orientation; Student Adjustment; *Teacher Educator Education; Technical Assistance
IDENTIFIERS- *Iran; *United States; University of Southern California

Graduate programs were developed cooperatively by several U.S. universities and the Iranian Ministry of Education in response to the critical shortage of Iranian teachers and educational administrators. A variety of administrative, logistical, academic, and cultural problems were encountered in bringing mid-career educators to the United States to participate in these programs. Specific concerns included admissions standards, housing needs, campus and community orientation, transportation, health care, academic and personal support services, and reintegration into the native culture. Foreign students who stayed for the required year of study successfully earned their master's degrees. Universities involved in exchange programs should do the following: prepare the foreign students for the experience before they leave their country, assist the student to adjust to cultural differences, relate their academic experiences to their nations' needs, and maintain close contact with the sponsoring agencies so that the participants effectively can be integrated into the educational systems of their homelands upon their return. Background information on Iranian teacher education and the exchange program is provided. (Author/SW)

ED 237 072 IR 010 902

Levy, Louise

Computers and Mental Health Care Delivery. A Resource Guide to Federal Information.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - General (130)
DESCRIPTIONS- *Computer Oriented Programs; Confidentiality; *Government Publications; Grants; Information Processing; Information Sources; Information Storage; *Management Information Systems; Mental Health Clinics; *Mental Health Programs; *Public Policy; *Research Projects
IDENTIFIERS- National Institute of Mental Health

Prepared for the mental health professional or administrator who is involved in the planning, developing, or implementation of an automated information system in a mental health environment, this guide is limited to the electronic processing and storage of information for management and clinical functions. Management application areas include bookkeeping, appointments, payroll, patient census, and client profiles; the clinical applications focus on diagnosis, testing, history taking, progress reports, simulation, and psychotherapy. Background information includes discussions of the advantages of government information; public policy trends in mental health information; and privacy, confidentiality, and mental health information systems. The remainder of the document comprises an annotated guide to the following types of information resources: (1) monographs and articles; (2) bibliographies and abstracts; (3) agencies, clearinghouses and public inquiry programs; (4) research and grants information; and (5) principal investigators of past and present National Institute of Mental Health sponsored research. Acquisition and ordering information for government documents is included (LMM)

ED 237 146 JC 830 533

Goldston, Ruth
Math 100 Survey, Fall 1982.
Brookdale Community Coll., Lincroft, N.J.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Community Colleges; *Remedial Mathematics; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

In the light of low completion rates in the basic mathematics course, MTH 100, at Brookdale Community College, a study was conducted to ascertain the factors associated with success and failure in the course. A questionnaire, designed to obtain demographic data and weighted information on students' attitudes to mathematics, was distributed to 937 students enrolled in MTH 100 in fall 1982. Based on responses from 603 students, study findings revealed: (1) the overall pass rate for the course was 48.8%, with women having a higher pass rate (54.3%) than men (40.9%); (2) the pass rate for men aged 20 to 22 years was 31% and for returning women was 70%; (3) the pass rate for students taking 3 credits or less was 60%, while that for students taking between 10 and 12 credits was 46%; (4) the lowest pass rates occurred among students working between 0 and 12 hours per week (41%), while the highest rate was found among those working 31 to 40 hours per week (58%); (5) a very positive attitude towards mathematics correlated strongly with success in MTH 100, though a negative attitude did not correlate strongly with failure in the course; and (6) combined credit and work load was not significantly related to course success. The survey instrument is appended. (HB)

ED 236 902 EC 165 127

Loftus, Laura; Walter, Virginia
For Parents of Handicapped Children: Tips for Working with School Personnel. For Your Information.
New England Regional Resource Center, Burlington, VT.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Oct 81
CONTRACT- 300-80-0719
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Disabilities; Educational Needs; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; *Special Education
IDENTIFIERS- PF Project

Parents of handicapped children are encouraged to participate in the decision-making process affecting their children's education. Parent's rights are outlined and seven suggestions for productive participation in the educational process are provided, including learning about their child's special problem, communicating with the classroom teacher and other relevant school personnel, maintaining objectivity, and keeping a notebook. The paper concludes with a list of references. (LP)

ED 236 937 FL 014 093

Schafer, John C.
Moffett's Structural Curriculum and the Notional-Functional Syllabus.
California Association of Teachers of English to Speakers of Other Languages.
PUB DATE- 12 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Curriculum; *English (Second Language); *English Instruction; *Notional Functional Syllabi; Second Language Instruction

English for native speakers is compared and contrasted with English for non-native speakers by examining the influence of Moffett's (1968) structural curriculum for native speakers and the notional functional syllabus approach for second language learners. Both approaches are more rhetorical and less grammatical then the approaches that preceded them. The structural curriculum posits that the fundamental structure of discourse is a set of relations between sender, receiver, and message. In the notional functional syllabus, the learning units are not situations but semantic or notional categories such as time; space; and the sentential case relations of agent, initiator, and object. Structural curriculum strives to mirror the psychological growth of the learner while notional-functional syllabi do not. The former approach also attempts to provide general linguistic skills (usually for children) while the latter works best with adults whose language needs can be precisely determined. It is concluded that teachers of both native speakers and of second language speakers can benefit from using certain aspects of the two methodologies. The structural curriculum approach can readily be applied to teaching the kind of communicative competence English as a second language progjrams strive for. Notional functional syllabi seem best suited to assist in the teaching of native speakers by integrating the study of grammar and the study of writing. (RW)

ED 237 131 JC 830 505

Small Business Course for Older Americans. Student Handbook.

American Association of Community and Junior Colleges, Washington, D.C.

REPORT NO.- ISBN-0-87117-128-7
PUB DATE- 83
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle N.W., Suite 410, Washington, DC. 20036 ($35.00 per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Business Administration; Business Education; Community Colleges; *Entrepreneurship; Middle Aged Adults; *Older Adults; *Small Businesses; Two Year Colleges

This student handbook was designed for a course which offers people aged 55 and older guidance in starting and operating a small business. Following introductory remarks concerning small businesses, information and assignment sheets related to each of the course's basic units are presented. Course units include the following: (1) Small Business Today, designed to acquaint the student with the nature of small business and the characteristics of a successful entrepreneur; (2) The Business Plan, devoted to understanding the elements of plan development; (3) Marketing, with information concerning market research and the development of a marketing plan; (4) Site Location; (5) Advertising; (6) Financial Management, with assistance in identifying the elements of an accounting system, analysis of financial statements, and budget preparation; (7) Management; (8) Legal Aspects of three forms of businesses (i.e., sole proprietorship, partnership, and corporation), with information on rules about contracts and liabilities; (9) Insurance; (10) Taxes, designed to familiarize the student with federal, state, and local tax obligations; (11) Buying or Starting a Small Business; and (12) Raising Capital. Appendices include a bibliography, a community resource list, and a list of selected readings. (LAL)

PUB DATE- 6 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Class Activities; *Dramatic Play; *Educational Games; Elementary Secondary Education; Holistic Approach; Postsecondary Education; Student Improvement; Teaching Methods
IDENTIFIERS- *Improvisation; PF Project

Improvisational gaming is a technique involving the use of theater and drama in the teaching of other subjects. The student uses intuition, sense-memory, and imagination in a holistic approach to learning which teaches social skills while it teaches subject matter. Everyone can act and improvise; getting everyone involved is seldom a problem as long as the atmosphere is comfortable and nonthreatening. Objective and nonjudgmental feedback is important to the process. The best time for feedback is immediately after the game. Most theater games can include a whole class, although there may be occasions when it is necessary to divide the class into smaller groups. Props and costumes are not necessary, but they can add fun and can stimulate involvement. The final section of this document describes two sample improvisational games, "Ways of Getting There" and "Play Ball," and provides a source for additional games. (DC)

ED 236 838 EC 160 856

Technical Assistance on Alternative Practices Related to the Problem of the Overrepresentation of Black and Other Minority Students in Classes for Educable Mentally Retarded. Draft.

Cantalician Center for Learning, Buffalo, N.Y.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
CONTRACT- 300-82-0191
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Black Students; Computer Assisted Instruction; Elementary Secondary Education; Handicap Identification; *Mild Mental Retardation; *Minority Groups; Peer Teaching; Precision Teaching; Program Descriptions; Reinforcement; *Student Placement; Teacher Role

The report addresses the need for rectifying overrepresentation of minority students (especially black students) in classes for the educable mentally retarded. Recommendations made in 1979 by a panel established by the National Research Council of the National Academy of Sciences are reviewed. Case studies illustrating six successful alternative instructional practices within the regular program for

students experiencing academic failure are presented. Information on the practices includes type of practice, name of program, description of program, evidence of effectiveness, applicability to local education agencies, and a list of references. The six practices identified and described are direct instruction with DISTAR, an approach designed to systematically move students through a sequenced set of academic materials; the Exemplary Center for Reading Instruction, which focuses on individualized instruction and positive reinforcement; precision teaching, a set of measurement procedures to guide teachers and students in making better educational decisions; peer tutoring; Adaptive Learning Environment Model, which promotes a redefinition of roles for administrators as well as special and regular educators; and computer assisted instruction. (CL)

ED 236 887 EC 161 108

Dick, Marlene A.
Alternatives in Evaluation and Grading of Special Needs Students.
Missouri LINCpaper 823.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE- 83
AVAILABLE FROM- LINCpapers/Missouri LINC, 609 Maryland, University of Missouri-Columbia, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Evaluation Methods; *Grading; *Graduation Requirements; Individualized Education Programs; Nontraditional Education; Secondary Education; *Student Evaluation; *Vocational Education

The paper addresses problems and strategies for evaluating mainstreamed students in vocational education classes. In addition to grading concerns, the area of graduation requirements is also considered. Alternatives to traditional methods of evaluation, including competencey based evaluation and adaptation of assessment techniques are described as ways to assess performance while still allowing for individualization. Alternatives to traditional grading approaches are also identified, including use of "satisfactory" and "unsatisfactory" markings, written evaluations, skill reports, self-evaluation, contract grading systems, and allowance for flexibility in class time. Among alternatives to graduation requirements noted are course substitution; modification of curriculum, method, evaluation, or materials; provision of additional time to meet requirements; and adaptation of traditional coursework to include work study, work training, independent study, and credit for part-time work experience. Finally, the role of the individualized education plan and the individualized vocational plan in evaluation is discussed. (CL)

ED 236 920 FL 014 072

Pearce, Ruth L.

Russian for Expository Prose. Volume 1: Introductory Course.

Bryn Mawr Coll., Pa.
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
REPORT NO.- ISBN-0-89357-121-0
PUB DATE- 83
GRANT- G00-77-01118
AVAILABLE FROM- Slavica Publishers, Inc., P.O. Box 14388, Columbus, OH 43214
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Expository Writing; Grammar; Higher Education; Languages for Special Purposes; Morphology (Languages); Phonology; *Prose; *Reading Skills; *Russian; *Second Language Instruction; Vocabulary

This Russian handbook is the first volume of a two-year course for college level students. The 10 units cover the linguistic information needed to read expository prose at the professional level, including grammatical structure. The Russian phonology, morphology, grammar, and vocabulary presented in this volume are intended to be studied over two semesters. The appendices provide discussions of noun declensions, adjective declensions, pronoun declensions, Russian proper names, numerals, prepositions, and verb conjugation. (RW)

ED 236 972 HE 016 584

Accreditation: A Public Trust. Proceedings of an Allied Health Education Forum (Chicago, Illinois, April 20-22, 1983).

American Medical Association, Chicago, Ill.

REPORT NO.- ISBN-0-89970-164-7
PUB DATE- Apr 83
AVAILABLE FROM- American Medical Association, 535 North Dearborn St., Chicago, IL 60610.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Accreditation (Institutions); Accrediting Agencies; *Allied Health Occupations Education; Conferences; Higher Education; *Program Evaluation; *Self Evaluation (Groups); Teaching Hospitals; Two Year Colleges
IDENTIFIERS- Site Visits

Proceedings of the Allied Health Education Forum, which aimed to afford an opportunity for mutual exchange between those who accredit and those who are accredited, are presented. The plan for the forum was to be action-oriented and to allow for interchange on topics identified as important to those involved in or interested in allied health accreditation. Participants included allied health deans, hospital administrators, program directors, allied health professional organization officers, accrediting agency representatives, and American Medical Association staff (from the Committee on Allied Health Education and Accreditation--CAHEA). Among the 14 sessions were: "Accreditation: A Public Trust" (William A. Kaplin); "Function and Significance of the Essentials for Accreditation of Allied Health Programs" (Mary Lee Seibert); "The Significance and Function of the Self-Study: A Community College Administrator's View" (Thomas D. Klopfenstein); "Essentials and the Self-Study: A Hospital Perspective" (Allen W. Grubb); "The CAHEA Accreditation Site Visit and Review Process: A Two Year College Perspective" (Gerry Kaminski); "Alternatives to Programmatic Accreditation" (Thomas E. Freeland); and "Alternative Futures for Accreditation: An Organizational Analyst's Perspective" (H. R. Kells). (LB)

ED 236 986 HE 016 757

Lindenmann, Walter K.
Attitude and Opinion Research. Why You Need It/How To Do It. Third Edition.
Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-221-7
PUB DATE- 83
AVAILABLE FROM- Council for Advancement and Support of Education, Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($16.50, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitude Measures; Data Collection; Higher Education; *Institutional Advancement; Opinions; *Public Opinion; *Public Relations; *Questionnaires; Research Methodology; *Research Utilization; School Community Relationship; Student Recruitment; *Surveys

Basic and practical information on how to do opinion surveys and how to apply the information gathered for use in student recruitment, public relations, and other advancement programs is presented. In addition, 12 sample questionnaires are included that have helped colleges and universities measure the opinions of alumni, students, faculty/staff, business leaders, local voters, and alumni magazine readers. The nature of opinion and attitude research and the basic types of surveys are discussed. Suggestions on selecting an opinion research organization are offered, and the types of services opinion research firms are offering are described. A brief checklist includes factors that academic administrators ought to consider in planning opinion research. Attention is also directed to the use of research to plan, monitor, and evaluate a public relations program in higher education, along with the use of a research matrix. In addition, a glossary of research terms is organized in five categories: types of research, approaches to research, research techniques, audience samples, and general terms. A list of reference sources concerning youth attitudes and a bibliography on public relations/market research are included. (SW)

Wilson, John T.
Academic Science, Higher Education, and the Federal Government, 1950-1983.
REPORT NO.- ISBN-0-226-90052-5
PUB DATE- 83
AVAILABLE FROM- University of Chicago Press, 5801 South Ellis Avenue, Chicago, IL 60637 ($3.50, paperback; $10.00 hard copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Role; Economic Factors; *Federal Aid; Federal Regulation; *Government School Relationship; *Higher Education; *Institutional Autonomy; Political Influences; *Public Policy; *Scientific Research; Standards; Student Financial Aid; Trend Analysis
IDENTIFIERS- *Reagan Administration

Federal involvement in higher education during 1950-1983 is reviewed. Policies and programs that have governed federal support of academic science and higher education are considered,

particularly support for basic scientific research. The Soviet's success with Sputnik promoted change from modest funding for defense-related research at selected universities to expanded aid for all fields of research and direct grants to students as well as to researchers and institutions. In the last decade, the initially cooperative and cordial relationship between government and higher education has deteriorated into an adversarial one. It is suggested that with the election of Ronald Reagan as president and the introduction of a new era of conservatism in social policies and the political economy, the relationship has been greatly altered. It is recommended that the relationship between academy and state be reevaluated, and that the universities should assess the costs and benefits of federal support and weigh the risks of losing their autonomy. The government should decide what is in the best interest of the nation. Those responsible for higher education should defend its purposes and the standards necessary to achieve them, even at the risk of dissolving all relationships with the federal government. (Author/SW)

ED 237 028 HE 016 806

Adelman, Clifford

College Curriculum: Shape, Influence, and Assessment. Staff Analysis of a Panel Discussion Conducted by the National Commission on Excellence in Education (Kingston, Rhode Island, August 27-28, 1982).

National Commission on Excellence in Education (ED), Washington, DC.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); College Credits; *College Curriculum; *College Instruction; College School Cooperation; Degrees (Academic); *Educational Quality; *General Education; Liberal Arts; Postsecondary Education; Student Characteristics
IDENTIFIERS- Blue Ribbon Commissions; *Excellence; National Commission on Excellence in Education

Perspectives on characteristics of college curricula, their influence, and assessment are analyzed, based on a 1982 panel held for the National Commission on Excellence in Education. Discussion topics pertaining to programs and degrees included the proliferation of programs, the college credit hour, charging student constituencies, vocationalism and its effects, and institutional values. Topics concerning the course included the quality of instruction, teaching strategies, the institutional commitment of faculty, and student motivation and expectations. In addition, issues regarding the influence of college curricula on high schools were addressed. Conclusions of the panel include the following: (1) the quality of undergraduate teaching is more important than the content of curriculum in the search for excellence; (2) changes in the course offerings of general education requirements in colleges do influence what high schools offer and what high school students take; (3) and although integrative, or synthetic, thinking is difficult for college students to master, most college curricula do not address this thinking mode. Additional concerns include: the cost of excellence, advocacy for liberal/general education, the role of federal aid, and the value of personal improvement courses. (SW)

ED 237 088 IR 050 502

Jackson, William Vernon, Ed.
Library and Information Science Education in the Americas: Present and Future. Papers from a Conference held in Austin, Texas, February 14, 1980.
Association of American Library School, State College, Pa.
PUB DATE- 81
AVAILABLE FROM- Association of American Library Schools, 471 Park Lane, State College, PA 16801 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Continuing Education; *Curriculum Development; Developing Nations; Foreign Countries; Higher Education; *Library Education; *Library Schools; *Professional Education; Program Descriptions; *Teacher Education
IDENTIFIERS- *Latin America; North America

Four primary papers and additional related reaction papers are presented from a conference sponsored by the Association of American Library Schools, the Organization of American States, and the Seminar on the Acquisition of Latin American Library Materials, which was held to promote a useful dialog between educators from North American library schools and their Latin American and Caribbean counterparts. In "Changes in the Library and Information Science Curriculum: The Case of Mexico," Guadalupe Carrion describes several current programs and presents some views on foreseen changes and on the implementation of two core curricula. Reaction papers are presented by Patricia B. Pond and Rosario Gassol de Horowitz. Kenneth E. Beasley, in "Library Education in the Americas: The United States," examines current issues in library education. The third primary paper is "Basic and Continuing Preparation of Teachers of Library and Information Science in Latin America," by Nice Menezes de Figueiredo. Reactions are presented by Maria de Faunce. Jane Robbins Carter's paper, "Basic and Continuing Preparation of Teachers of Library and Information Science in the United States," is followed by reactions of Russell E. Bidlack and Adrian Araya. Recommendations and conference participants' names and addresses are included. (LMM)

ED 237 102 IR 050 523

Lancaster, F. Wilfrid, Ed.
Library Automation as a Source of Management Information. Papers presented at the Clinic on Library Applications of Data Processing (19th, Urbana, IL, April 25-28, 1982).
Illinois Univ., Urbana. Graduate School of Library and Information Science.
REPORT NO.- ISBN-0-87845-068-8
PUB DATE- 83
AVAILABLE FROM- University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science, Publications Office, 249 Armory Building, 505 East Armory Street, Champaign, IL 61820. ($15.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Databases; *Data Processing; Decision Making; Information Networks; *Library Administration; *Library Automation; *Management Information Systems; *Online Systems; Organizations (Groups); Systems Analysis; Systems Development

Papers presented at the 19th Clinic on Library Applications of Data Processing represent a great variety, ranging from a tutorial on management information and decision support systems, through more philosophical discussions of the value of computer-derived information in library management, to studies of the use of automated systems as sources of management data in libraries and various types of information services. Eleven papers are included: (1) "Management, Information and the Organization: Homily from the Experience of the Data Rich but Information Poor," by Russell Shank; (2) "Tutorial on Management Information Systems," by Richard J. Boland, Jr.; (3) "Beyond the Numbers---A Decision Support System," by Ken Dowlin and Lynn Magrath; (4) "Organizational Considerations Relating to the Implementation and Use of Management Information Systems," by Kathleen M. Heim; (5) "Geac as a Source of Management Information," by Wayne Mullin; (6) "Characteristics of Managerial Resistance to Library Management Information Systems," by John N. Olsgaard; (7) "Management Information Systems in a Network Environment," by Mary Ellen Jacob and Neal K. Kaske; (8) "Computer-Derived Management Information in a Special Library," by Robert A. Kennedy; (9) "Management Information from Bibliographic Databases," by Jane L. Caldwell; (10) "An Online General Ledger System," by Edwin B. Brownrigg; and (11) "A Library Management Information System in a Multi-Campus Environment," by Glyn T. Evans and Albert Beilby. An index is provided, and most of the papers include references. (Author/LMM)

ED 237 116 IR 050 539

Rubin, Rhea Joyce; And Others
An Evaluation for System-Provided Library Services to State Correctional Centers in Illinois.
Illinois Univ., Urbana. Library Research Center.
SPONS. AGENCY- Illinois State Library, Springfield.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Responsibility; *Correctional Institutions; Interviews; *Law Libraries; Library Planning; Library Role; *Library Services; *Prison Libraries; Program Evaluation; *Regional Libraries; State Agencies; *State Libraries; Use Studies
IDENTIFIERS- Illinois State Department of Corrections; *Illinois State Library

This comprehensive evaluation report is based on site visits to 13 adult and 8 juvenile correctional centers and interviews with library staff, prison staff, and residents in 1982. An introduction presents a historical overview of library services to Illinois correctional institutions, a literature review, and a discussion of the methodology of the study. Separate chapters then examine the responsibilities at the system level and the state level, including the Illinois State Library, the Illinois Department of Corrections, the Department of Mental Health and Developmental Disabilities, and the Department of Corrections School District. Additional chapters discuss library outreach, the legal framework for prison libraries, general comments and recommendations on the law libraries, reflections on corrections theories, and the Illinois plan. A summary presents 61 major recommendations, and suggestions for future research and a selected bibliography are provided. Appendices include the interview forms used, a summary of inmates' responses to interview questions, a summary of responses to the correctional library survey, a comparative analysis of holdings of law libraries in Illinois Correctional Centers in 1982, and a proposed photocopy policy (1981). (LMM)

ED 236 759 EA 015 948

Scarr, L. E.
For Effective School Leadership. Keep Your Management Team on the Right Track. The Endpaper.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrative Principles; *Educational Administration; Elementary Secondary Education; Guidelines; *Management Teams; Opinion Papers; Participative Decision Making
IDENTIFIERS- PF Project

Administrative team management is the best way to provide direction and leadership to an individualistic group of professionals such as educators. Some suggestions to make management teams run smoothly are: (1) use the team to gather facts; (2) make sure the team works with the people (teachers, parents, and business people) who may be affected by its decisions; (3) present material to the team as a series of concrete alternative proposals; and (4) have the team make recommendations from among the alternatives presented. Some administrators will balk at this team management approach, but its benefits far outweigh its risks. (DC)

ED 236 775 EA 016 161

Hickrod, George Alan Karnes; And Others
The Decline and Fall of School Finance Reform in Illinois. A Study of the Politics of School Finance: 1973 to 1983.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- Illinois School Problems Commission, Springfield.
PUB DATE- May 83
AVAILABLE FROM- Publications, Center for the Study of Educational Finance, 331 DeGarmo Hall, Illinois State University, Normal, IL 61761 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTIONS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Equalization Aid; *Finance Reform; *Politics of Education; School Support; *State Aid
IDENTIFIERS- *Illinois

This study surveys the history of school finance equity in Illinois after the major reforms introduced in that state in 1973 and then evaluates the success of the Illinois general grant-in-aid system. The authors describe the reform coalition that altered Illinois school funding in 1973 and trace the rise and subsequent erosion of those efforts. Using both disparity and fiscal neutrality indexes, the authors analyze distribution of general state aid and local revenues over the 11 fiscal years since 1973. Most of the indexes show the effects of the 1973 reform to have been lost in elementary school funding as early as 1980, though some gains may still be found in high school funding equity. A prognosis for future reforms in the political climate of the 1980's is included. (JW)

ED 236 791 EA 016 179

Macpherson, R. J. S.
Values and Assumptions in Contestation over School Councils Selecting Principals.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Evaluation; *Administrator Selection; Boards of Education; *Community Involvement; Democracy; Educational Philosophy; Elementary Secondary Education; Equal Education; Ethnography; *Evaluation Criteria; Foreign Countries; *Principals; School Community Relationship; *Values
IDENTIFIERS- *Australia (Victoria); New Zealand; Scotland

Many of the arguments in the Victoria Department of Education, Australia, against the involvement of school councils in the selection of principals are based on careerism, opportunism, and protectionism. To move away from the lock-step adherence to the values that lead to accession by seniority requires the application of democratic methods. School councils in Victoria should exercise the responsibility and right to determine what is best for the children of their constituency. Experiences in New Zealand and Scotland show the benefits of local participation in school governance. The pluralism of Australia, backed by the values of equity and democracy, ensures that a wide range of criteria will be used in attracting and appointing principals. (MLF)

ED 236 955 HE 016 301

Turner, Judith Axler
Private Company to Offer 170 Courses by Computer in "Electronic University."
PUB DATE- 21 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Oriented Programs; Computer Science; *Correspondence Study; Higher Education; Microcomputers; Program Descriptions; Telephone Communications Systems
IDENTIFIERS- PF Project

TeleLearning System, Incorporated plans to offer correspondence courses by computer. Fifteen universities are participating in TeleLearning Network pilot programs; however, none of the courses are recognized for credit at this time. The courses combine the traditional correspondence course approach with the modern technology of computer-to-computer communications. Some courses will be available on floppy disks, others will be sent lesson-by-lesson to students' computers over telephone lines. Instructor-student communication will also take place over telephone lines. The courses are chosen for their entertainment value, educational content, and the ease with which they can be put on the computer. Instructors will work with technology experts to translate course material to computers and will be paid based on lessons completed. (DC)

ED 236 807 EA 016 197

Lake, Sara
Quality Circles. ERIC Highlights for School Administrators, May/June 1983.
Association of California School Administrators.; San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- 83
AVAILABLE FROM- SMERC Information Center, San Mateo County Office of Education, 333 Main Street, Redwood City, CA 94063 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Serials (022)
DESCRIPTIONS- Annotated Bibliographies; Educational Improvement; Educational Innovation; Elementary Secondary Education; Faculty College Relationship; Higher Education; *Organizational Effectiveness; *Participative Decision Making; *Problem Solving; *Productive Thinking; *Productivity; Program Design; Program Evaluation; Teacher Administrator Relationship; *Teacher Participation
IDENTIFIERS- *Quality Circles

Developed by Japanese corporations to improve productivity and product quality, quality circles (QC's) are small, voluntary groups of workers who share common job responsibilities and who meet regularly to generate solutions to problems. Features of QC's that are applicable to schools are examined in the nine articles summarized in this annotated bibliography. The articles discuss (1) the need to test the readiness of employees and managers for participative management; (2) the relevance of QC's to education, explained by reference to common problems of schools and industries (such as reduced resources and poor morale); (3) the basic concepts and techniques of QC's and the importance of their structure; (4) a step-by-step plan for implementing QC's (such as obtaining top management support and evaluating results); (5) the key factors that might cause a QC program to fail (such as failure to assess management and organizational readiness or inadequate initial planning and implementation); (6) problem areas in schools (such as jurisdictional issues); (7) an existing program in a community college; (8) a high school QC program; and (9) an effective program involving grades 4-6 in Japan. Ordering information is provided. (PB)

ED 236 822 EC 160 840

Early Intervention Programs for Young Handicapped Children in Australia, 1979-80.

Queensland Univ., Brisbane (Australia). Fred and Eleanor Schonell Educational Research Centre.

REPORT NO.- ISBN-0-642-07097-0
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Demonstration Programs; *Disabilities; Infants; *Intervention; National Surveys; Parent Attitudes; Play; Program Effectiveness; Theories; Toys; Young Children

IDENTIFIERS- *Australia

Findings from a national study of early intervention programs and toy libraries for handicapped children in Australia are summarized. After an introduction to theoretical concerns, chapter 2 reviews the rationale for early intervention and describes research on components of exemplary programs and on evaluation of the effectiveness of early intervention. Data collection procedures (site visits and questionnaires) are described. Summaries of the pattern of intervention in states and territories are presented for New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania, Northern Territory, and the Australian Capital Territory. The fifth chapter analyzes intervention approaches in terms of models, sponsorship, orientation, target population, and staffing patterns. Statistical information, gathered from questionnaires submitted by the directors of early intervention programs which met the study's definitional criteria, is also presented. A review of parent responses identifies areas of concern and unmet needs. Two chapters address the importance of play and the contributions of toy library services. A final chapter presents the report's conclusions on the concept and nature of early intervention; program issues (such as assessment and program monitoring); the service delivery system; and ongoing research and evaluation. Fifteen appendixes include sample questionnaires and the site visit interview/observation guide. (CL)

Wenner, Lynette; And Others
Resource Catalogue for Teachers of Severely Handicapped Students. Program Assistance Report No. 10.
Upper Midwest Regional Resource Center, Minneapolis, MN.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 82
CONTRACT- 300-800-719
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Curriculum; Elementary Secondary Education; Instruction; *Mainstreaming; Parents; Prevocational Education; *Resource Materials; *Severe Disabilities; *Student Evaluation; *Vocational Education

Intended for teachers and other personnel working with severely/multiply handicapped students, the catalogue lists books and journal articles (1975-1981) related to special education for severely/multiply handicapped students. Following an introduction discussing definitional issues, entries are alphabetized by title and arranged according to one of seven principal topic areas: (1) curriculum and instruction, (2) assessment and evaluation, (3) content areas, (4) prevocational/vocational programming, (5) integration, (6) parents, and (7) disabilities. Citations include information on title, author, publisher, availability, and publication date as well as a brief abstract and a list of keywords or descriptors. Entries are also organized according to a subject index. (CL)

ED 236 871 EC 160 892

Scholl, Geraldine T.; And Others
Competencies of Teachers of the Visually Handicapped: Progress Report.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Administrator Attitudes; Competence; Elementary Secondary Education; *Evaluation Methods; *Inservice Teacher Education; *Preservice Teacher Education; Program Development; Teacher Evaluation; *Teaching Skills; *Visual Impairments

A summary of a conference session addresses issues involved in determining and evaluating competencies in teachers of visually handicapped children. Four papers are presented on the implications of a project initiated in 1978 at the University of Michigan that established 70 teacher competency statements in 10 goal areas. The first paper, "Competencies of Teachers as Perceived by Administrators," by I. Holman, examined the views of four groups of administrators: primary administrators of residential schools, state education consultants, supervisors of large programs, and leadership personnel of the instructional resource centers for the visually handicapped. It is reported that the administrators generally agreed on the relevance and need for the competencies. In "Issues and Problems in the Assessment of Competencies," G. Scholl focuses on project efforts to deal with three main assessment problems: the degree of specificity required, need for objective and reliable measures, and identification and assessment of the affective component. Two concluding papers ("Use of Competencies to Improve Preservice Education" by M. Ward and "Use of Competencies to Plan Inservice Programs" by J. Stager) consider applications of the teacher competencies and provide reactions to the first two papers. (CL)

ED 237 014 HE 016 792

Mazzuca, Lois C.

Admission Standards: The Transition Process. Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).

National Association of College Admissions Counselors, Washington, D.C.

PUB DATE- 23 Jun 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Aspiration; *Admissions Counseling; *Articulation (Education); *Career Planning; College Admission; *College Bound Students; *College Choice; College Preparation; Decision Making; Economic Climate; Educational Counseling; Financial Problems; Hearings; Higher Education; High School Students; Occupational Aspiration; Secondary Education
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

The transition process from high school to college is considered from the perspective of a high school practitioner. Educational, social/personal, and financial factors that influence student planning are discussed. It is suggested that the secondary school must begin as early as the freshman year to help plan the curriculum the student will pursue. By the sophomore year, the student should be aware of various careers, and formal guidance should begin in the junior year. Juniors need to think about career possibilities and to assess their strengths and weaknesses (i.e., courses, test scores, and class rank). The adviser helps the students determine priorities that will meet the students' needs (e.g., what schools will accept them). During the senior year, the pressures build to choose the right college, to select a major, and to meet admissions criteria for specific fields. The students also may have fears of being away from family and friends and doubts about whether they are making the right decisions and whether they will be accepted socially at college. Although education and personal elements were once the main considerations, the transition process is now being determined by financial considerations. (SW)

ED 237 058 IR 010 882

Kalba, Konrad K.; Savage, Maria
Strategies for Institutionalizing Telecommunications Demonstrations:
A Review of Innovation Barriers and Program Alternatives. Final
Report #146-04.
Kalba Bowen Associates, Inc., Cambridge, MA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adoption (Ideas); Change Strategies; *Delivery Systems;

*Demonstration Programs; *Human Services; Information Services;
*Innovation; Institutions; *Program Implementation;
*Telecommunications
IDENTIFIERS- *Telecommunications Demonstration Program

This report identifies factors that have an influence on the successful institutionalization and transfer of innovative uses of telecommunications. It examines which factors promote or deter the institutionalization of demonstration projects in the public service field, as well as alternative strategies for institutionalization and innovation diffusion. Barriers to successful institutionalization and transfer are identified through a review of the literature on demonstration projects conducted by other programs and agencies. Institutionalization-related results of a survey of recent public service experiments and demonstrations are then examined. Based on these reviews, several options for the Department of Education's Telecommunications Demonstration Program are identified. (LMM)

ED 237 073 IR 010 903

Rumble, Greville
The Contribution of Distance Education in Providing Education for a Just Social Order.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Access to Education; *Curriculum; Delivery Systems; Developing Nations; *Distance Education; Foreign Countries; Higher Education; *International Programs; Justice; *Public Opinion; Social Attitudes; *Social Change; Social Isolation
IDENTIFIERS- Universidad Estatal a Distancia (Costa Rica)

Concerned with the means by which distance education programs can be used to further social justice in various parts of the world, this paper considers both the generally recognized strengths of and some potential problems in three aspects of such programs--access, curriculum, and a monopolistic tendency. It draws on the experience of the Universidad Estatal a Distancia in Costa Rice to show that distance education can widen access to educational opportunities and particularly to the home-based learner. The author cautions, however, that it can also be used to control physical access to education and thus force the student to be an isolated, segregated home-based learner. Arguing that distance education can be used as a vehicle to spread education and enlightenment, the document points out that such programs are also potentially a powerful means of propaganda and distortion. The high start-up costs of large-scale multimedia institutions are cited as the reason for current monopolistic tendencies, since most countries cannot afford to set up more than one at any educational level. It is also suggested that these costs may result in the development of more multinational institutions to serve the needs of several countries. Some of the problems such institutions can encounter are briefly noted, citing the experiences of the University of South Pacific, which reaches students from three different cultural groups speaking diverse languages, and the Instituto Centroamericano de Extencion de la Cultura, which operates in the politically sensitive region of Central America. Twenty references are listed. (LMM)

ED 237 147 JC 830 534

Data and Characteristics of the Illinois Public Community College System.
Illinois Community Coll. Board, Springfield.
PUB DATE- Mar 83
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; *College Faculty; *College Programs; *Community Colleges; Construction Programs; Educational Facilities; Educational Finance; *Enrollment; School Personnel; School Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

Data are provided on students, faculty and staff, instructional programs, operating finances, and capital construction in the Illinois public community college system for 1982. After a summary profile of the Illinois public community colleges and a listing of the colleges, section 1 details student characteristics for each college for Fall 1982 by age, sex, ethnic background, academic classification, residency, enrollment status, and educational objective. This section includes a summary of student headcount and full time equivalent (FTE) enrollment for 1973 through 1982 and the proportion of district populations served by the community colleges. Section 2 provides data on faculty and staff employed in the colleges and includes information on civil service and classified status, administrative and non-professional staff, and average class sizes. Section 3 provides information on programs in Illinois community colleges including an inventory of programs at each college designated by category (i.e., district, regional, statewide, cooperative, and area programs); and provides data on the number of certificates and degrees awarded in baccalaureate, general studies, and occupational programs. Section 4 presents financial data on audited and budgeted revenues and expenditures, chargeback computations, local tax rates, tuition and fees, state aid grants, and energy costs and usage. Finally, section 5 presents data on physical facilities available on community college campuses and on the financing of the facilities (HB)

ED 237 162 JC 830 812

Watkins, Karen
Handling Difficult Questions and Situations.
PUB DATE- 9 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Communication Problems; *Discussion (Teaching Technique); Guidelines; Postsecondary Education; Secondary Education; *Student Behavior; Student Teacher Relationship; *Teacher Response
IDENTIFIERS- *Disruptive Behavior; PF Project; *Student Questions

Recommendations are presented for dealing with difficult students and the questions they ask during classroom discussions. Brief ideas are provided for handling argumentative individuals, long-winded questioners, and questions for which the instructor does not have a good answer. A discussion of curved or loaded questions (pseudoquestions) identifies eight types of these questions, examines their effects on communication, and suggests some strategies for handling them. Finally, several techniques of public speakers are described which can be used for dealing with hostile or resistant students. (DC)

ED 237 163 JC 830 813

McCadden, Joseph F.
Team-Teaching: Quality Circles for Teachers.
PUB DATE- 21 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Basic Skills; College English; *College Faculty; Community Colleges; *Developmental Studies Programs; Educational Cooperation; Program Descriptions; Reading Teachers; Remedial Programs; School Counselors; Social Sciences; *Team Teaching; Two Year Colleges
IDENTIFIERS- Burlington County College NJ; PF Project

The team-teaching component of the College Skills Program at Burlington County College (New Jersey), a coordinated cognitive and affective curriculum for remediating basic skills deficiencies, is briefly described. Four-person teams consisting of a social sciences teacher, a reading teacher, an English teacher, and a counselor are used in the program. Sections of this report describe the program in general, the role and experiences of the team members, the structure of the program, and initial difficulties in implementation which had to be overcome. An address is provided for further information. (DC)

ED 236 745 CS 504 446

Daniel, Arlie
Communication Apprehension and the Use of Video-Tapes.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Apprehension; *Communication Research; Higher Education; Self Concept; *Speech Communication; Speech Instruction; *Student Attitudes; Teaching Methods; *Videotape Recordings

A study investigated the relationship between students' communication apprehension levels and their attitudes toward the use of video recording in a basic speech course. A communication apprehension measure and a questionnaire on perceptions of videotape use in class were completed by 230 undergraduate basic speech students. The findings demonstrated a moderate relationship between communication apprehension level and both willingness to be videotaped and attitude toward class use of videotaping. A majority of students' comments were self-related, focusing, for example, on how students might be viewed by others when videotaped, and indicating a connection between self-concept and degree of communication apprehension. The findings suggest that speech teachers should use videotaping cautiously in beginning courses. Student skills are more likely to be enhanced in advanced elective courses where the levels of communication apprehension are generally lower. (HTH)

Loftus, Laura; Walter, Virginia

For Special Educators: Tips for Working with Regular Classroom Teachers. For Your Information.

New England Regional Resource Center, Burlington, VT.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Oct 81
CONTRACT- 300-80-0719
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Communication Skills; *Cooperative Planning; Disabilities; Educational Legislation; Educational Needs; Elementary Secondary Education; Interprofessional Relationship; *Mainstreaming; *Special Education; Special Education Teachers; Teacher Role
IDENTIFIERS- PF Project

To facilitate the least restrictive education of handicapped children required by Public Law 94-142, special educators are encouraged to cooperate with regular classroom teachers in meeting the needs of handicapped children. An outline of eight suggestions for developing communication skills and effective consultation techniques focuses on being accessible, showing interest, establishing a conducive environment, and listening. The paper concludes with a list of references. (LP)

Engelhard, George, Jr.; Starkman, Stanley

The Role of Formative Evaluation in Externally Mandated Program Reviews in Higher Education.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accountability; Case Studies; *College Programs; College Role; *Educational Assessment; Educational Objectives; *Evaluation Criteria; *Formative Evaluation; Government School Relationship; Higher Education; Outcomes of Education; *Program Evaluation; *Summative Evaluation

An approach to integrating formative evaluation into externally-mandated program reviews in higher education is suggested. Externally-mandated reviews are generally concerned with the summative evaluation of academic programs. The first step is to classify the mandated program review criteria using a two-dimensional model. This model is based on a cross-classification of the two major dimensions of program sequence and program participants. The model can be used to examine externally-mandated program review criteria in order to determine aspects of a college program that are not currently being assessed. The next step is to develop criteria that can be used to enhance the utility of the mandated evaluation for formative purposes. Through the detailed assessment of program review criteria and the interrelations between these criteria, a view of statewide and institutional priorities can be developed. Data from a medium-sized urban university are used as illustration. One of the consequences of using this model in the case study is the identification of the great emphasis placed by the governing board on student/output criteria and administrator/output criteria, while two other possible program review criteria areas (student/process and faculty/process) are not assessed. (Author/SW)

ED 236 760 EA 015 949

Monk, James A.
My Sad Conclusion: Board Turnover Precludes Merit Pay for Administrators. The Endpaper.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Attitudes; *Administrators; *Board Administrator Relationship; Board of Education Policy; Boards of Education; Elementary Secondary Education; *Failure; Lay People; *Merit Pay; Opinion Papers; Salaries
IDENTIFIERS- PF Project

Merit pay plans for administrators do not work in school systems in which the governing board is elected from among lay people. In 1979, the Brewster (New York) Central School District developed an administrator merit pay plan. The goal of the plan was to implement changes and programs which would reflect the needs of the community as interpreted by the school board. For three years the plan worked well, but the board membership gradually turned over. The new members never understood the value of the merit pay plan. Merit increases were abandoned in favor of flat raises, a change which caused resentment among the administrators. Some of the stronger features of the plan are still being preserved; however, it is clear that administrator merit pay plans cannot work in school systems with board members who are unfamiliar with the internal workings and history of public schools. (DC)

ED 236 921 FL 014 073

Pearce, Ruth L.
Russian for Expository Prose. Volume 2: Advanced Course.
Bryn Mawr Coll., Pa.
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
REPORT NO.- ISBN-0-89357-122-9
PUB DATE- 83
GRANT- G00-77-01118
AVAILABLE FROM- Slavica Publishers, Inc., P.O. Box 14388, Columbus, OH 43214
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Expository Writing; Higher Education; Languages for Special Purposes; *Prose; *Reading Skills; *Russian; *Second Language Instruction; *Semantics; Syntax; Vocabulary

This Russian handbook is the second volume of a two-year course designed for college level students. The 15 units are intended for study during the final two semesters of the course and provide semantic and syntactic information needed to read Russian expository prose at the professional level. Each of the units covers a semantic topic such as the expression of location, comparison, time, concession, generalization, or cause and result. Exercises, supplementary reading texts, and a vocabulary checklist are included. (RW)

ED 236 938   FL 014 095

Eggington, William; Ricento, Thomas
Discourse Analysis as a Pedagogical Tool.
California Association of Teachers of English to Speakers of Other Languages.
PUB DATE- 13 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Connected Discourse; *Discourse Analysis; *English (Second Language); Higher Education; Second Language Instruction; Teaching Methods; *Writing (Composition); *Writing Instruction

A principal cause of the seeming "foreignness" in the compositions of English as a second language (ESL) university students is discussed, and an approach to correcting the problem is suggested. It is asserted that the English language compositions of ESL students reflect native language rhetorical norms which are culturally based. Discourse bloc analysis is recommended as a tool for teaching the rhetorical norms of English expository prose. Written discourse patterns in a given language can be analyzed, characterized, and taught. University ESL curricula can provide students with the means of categorizing English expository prose on a continuum from acceptable to unacceptable which will ultimately lead to a reduction of the foreignness in their essays. Discourse bloc analysis involves the graphic depiction of errors in units of meaning, usually paragraphs, known as discourse blocs. The semantic relatedness of sentences within a bloc is depicted by block signals, devices which connect the sentences and contribute to the necessary linearity of discourse. (Author/RW)

ED 236 956 HE 016 302

Magarrell, Jack
New England College Tries to Adjust to Fewer Students, Teachers, and Dollars.
PUB DATE- 7 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Change Strategies; College Planning; Coping; *Declining Enrollment; Enrollment Projections; Higher Education; *Long Range Planning; Organizational Change; *Private Colleges; Program Descriptions; *Small Colleges
IDENTIFIERS- New England College NH; PF Project

Faced with an enrollment decline of 36 percent in the last three years, New England College (New Hampshire) has developed a long-range plan for making itself smaller. Changes which are being made include: (1) reducing the number of faculty; (2) reducing the amount of student housing; (3) adding another person to the fundraising staff; (4) offering a major in computer science; (5) introducing an engineering program on the British campus; (6) adjusting the school year; (7) eliminating the music and folklore academic programs; and (8) focusing on energy conservation. (DC)

ED 237 029 HE 016 807

Gruender, C. David; And Others

Responses by Members of Committee C on College and University Teaching, Research, and Publication, American Association of University Professors, to the National Commission on Excellence in Education.

American Association of Univ. Professors, Washington, D.C.

PUB DATE- 12 Jan 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Articulation (Education); College Faculty; *College Instruction; *College School Cooperation; *Instructional Improvement; Postsecondary Education; Secondary Education; *Teacher Education

IDENTIFIERS- *Excellence; National Commission on Excellence in Education

Views of three committee members of the American Association of University Professors (AAUP) are presented in response to questions posed by the National Commission on Excellence in Education. The opinions of these members of Committee C on College and University Teaching, Research, and Publication are individual positions, rather than those of the AAUP. The following questions are considered: What does AAUP suggest to improve the preparation and continued development of college teachers as teachers? What are the principle disincentives and barriers to the improvement of college teaching? How does one realistically and practically remove the barriers and/or mitigate the disincentives? If American education is a continuum and if communication and interaction along that continuum have been lacking, what can colleges do to encourage faculty to take more active roles in outreach and cooperative academic activities, particularly with respect to middle schools and high schools? Are there any programs or subjects currently being taught either equally well or better in other kinds of institutions? Which institution is the proper provider of these subjects? Are there any subjects currently being taught in America's high schools that are better left to colleges? (SW)

ED 237 132 JC 830 506

Florida State Board of Education Administrative Rules for the Operation of Florida's Community/Junior Colleges, Chapter 6A-14. 1982 Edition.

Florida State Dept. of Education, Tallahassee.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Administrative Policy; *College Administration; *Community Colleges; *Educational Legislation; State Boards of Education; *State Legislation; Two Year Colleges

IDENTIFIERS- *Florida

Rules of the Florida State Department of Education that govern the administration of the state's community and junior colleges are presented. The rules cover absences, acceleration mechanisms, accounting, accountability, accreditation, admission requirements, adult general education, adult high schools, annual contracts, area served, athletic programs, audit, bids and waiver of bids, board of trustees, bonds, budgets, building program, business and industry support, calendars, campus, capital outlay and debt service, certification, chief administrative officer, citizenship instruction, clubs, college program, committees, community college program fund, community instructional service, contracts, cooperative agreements, coordinating board, coordinating council, corporation, cost analysis, data reports, definitions, degrees, delinquent accounts, depository, direct job related instruction, discipline, districts, drug abuse program, early admission, education plant, emergency purchase, employees, enrollment, equal access, expenditures, fees, finance, followup studies, food services, forms, full-time equivalent student, funds, governance, group employer insurance, guidance services, illness, investments, limitations, loans, meetings, needs assessment, personnel, placement service, plans, plant, president, professional services, property, records, reports, resident, rules, sabbaticals, salary, scholarships, seal, signature, staff development, standards, state board of education, travel, trust funds, unitary costs, vending machines, veterans, vocational education, and workers' compensation. (LAL)

ED 236 776 EA 016 162

McGreal, Thomas L.
Successful Teacher Evaluation.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-120-8
PUB DATE- 83
AVAILABLE FROM- Publications, Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (Stock No. 611-83300; $8.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Behavioral Objectives; Classroom Observation Techniques; Elementary Secondary Education; Evaluation Methods; Management by Objectives; Management Development; Student Teacher Relationship; Supervisory Training; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Behavior; Teacher Education; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; *Teacher Supervision; Teaching Skills; *Training

Teacher evaluation remains a controversial and disruptive area. The problems arise from the way evaluations are carried out. In many cases the evaluation system used is the problem. This book discusses teacher evaluation by providing characteristics separating effective and less effective systems. It presents eight commonalities identified in effective evaluation programs. In building a system, three characteristics are desirable: an appropriate attitude toward evaluation, an evaluation model complementary to the desired purpose, and separation of administrative and supervisory behavior. Also, an effective system should (1) set goals (presented are three approaches: management by objectives, performance objectives, and practical goal setting), (2) focus narrowly on teaching, (3) improve classroom observation skills, and (4) use additional sources of data (peer evaluation, student performance, parent evaluation, student evaluation, and self evaluation are discussed). After building an evaluation system, a training program should be designed that addresses the skills needed. Recommended training focuses on the teaching-learning process and on the enhancement of teacher-supervisor relationships. Included is an appendix giving an example of an evaluation system reflecting the commonalities of successful systems. (MD)

ED 236 792 EA 016 180

Marsh, David D.
Prospects for Comprehensive Curriculum Reform: A Personal View.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Change Strategies; *Curriculum Development; *Curriculum Research; Educational Change; *Educational Trends; Elementary Secondary Education; Human Resources; *Research Utilization

Indicators that the prospects for meaningful curricular reform are not optimistic are developed in this paper. The first premise is that research on curricular reform has been limited in its applicability to practitioner concerns. Another dilemma in the translation of research on curricular reform for practitioners is the continuing wide gap in the views of theorists versus those of curriculum implementors about curriculum planning. In addition, research has not adequately addressed the differing change process in elementary versus secondary schools, and the problem of motivating teachers. The second and third premises deal with the record of curricular reform (in the form of new conceptions of schooling, schoolwide improvement processes, and specific curricular reforms), which is not great when general patterns rather than exemplary practice are viewed . The final premise is that the critical problem for curricular reform in the next few years will be human energy, commitment, and insight instead of money. (MLF)

ED 236 839 EC 160 857

Skiba, Russell J.
Classroom Behavior Management: A Review of the Literature. Monograph No. 21.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Behavior Problems; *Classroom Observation Techniques; Classroom Techniques; Elementary Secondary Education; *Research Methodology

Research approaches to studying classroom behavior management are reviewed. Examples of four types of research approaches (interaction analysis, ecological research, applied behavior analysis, and process-product correlational research are cited. Findings regarding immediate variables (positive attention for appropriate behavior, back-up reinforcers, intervention for inappropriate behavior, classroom rules, and teacher awareness) are presented, along with findings about more long-term variables (feedback and corrections, active academic responding, and transition and lesson pacing). Questions involving appropriate types of observational methods are noted and the need for research in special education settings is stressed. Fourteen pages of references and publications are included. (CL)

ED 236 856 EC 160 876

Foss, Gilbert, Ed.
Normalization Re-Examined. Proceedings of a National Conference on Normalization and Contemporary Practice in Mental Retardation. Advancing Your Citizenship Series Number 5.
Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
REPORT NO.- ISBN-0-87114-128-0
PUB DATE- Jan 82
GRANT- G008003046
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Economics; *Legal Problems; *Mental Retardation; *Normalization (Handicapped); *Public Policy; Self Help Programs; *Social Attitudes; Social Problems

Five papers from a 1980 conference on normalization reflect contemporary thinking about the principle's implication for mental retardation. G. Dybwad begins with "Normalization and Its Impact on Social and Public Policy," in which he cites progress in the popular attitude towards individuals with retardation. A panel discussion by S. Kaplan, V. Schaaf, and D. Heath, three members associated with a self help consumer group, focuses on "Normalization and the Consumer." P. Roos, in his paper "Normalization and Society," cites confusion over the term and identifies justifications for the normalization principle. C. Brown presents "Normalization and the Law" in which she considers legal issues in the protection of rights and institutional care. A final paper, "Normalization and Economics" by R. Conley and J. Noble, focuses on issues in community based care, employment, and government action. Participant discussions following the five papers are presented. (CL)

Romano, Joan M.; Bellack, Alan S.
Assessment of Cognitive Social Skills in Learning Disabled Boys.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Problems; *Interpersonal Competence; Junior High Schools; *Learning Disabilities; *Problem Solving; Social Development

Cognitive social skills were assessed in 22 learning disabled (LD), 18 behavior problem, and 20 control boys in grades 7-9. Measures included an interview tapping social knowledge, self-reported behavior, generation of alternative solutions to social problems, and the Wechsler Intelligence Scale for Children-Revised Vocabulary Scale. Sociometric ratings were obtained for the LD and control groups and a subsample of the behavior problem Ss. LD and behavior problem Ss received significantly lower ratings on the sociometric measure than did controls. They also proposed alternative solutions to assertion-related social problems which were significantly lower quality than controls. Scores correlated significantly with sociometric ratings but not with vocabulary scores. Behavior problem Ss proposed alternate solutions to aggression-related situations which were of significantly lower quality than controls. Difficulties in social problem solving skills appear to be situation-specific and may not be simply a function of verbal intelligence. (Author/CL)

ED 236 973 HE 016 655

Powell, J. P., Ed.
Higher Education Research & Development. Volume 1, 1982, Number 2.
Higher Education Research and Development Society of Australasia, Sydney. (Australia).
PUB DATE- 82
AVAILABLE FROM- Higher Education Research & Development Society of Australasia, TERC, University of New South Wales 2033, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Advising; Access to Education; *Accountability; Adult Students; College Science; Counselor Role; *Educational Opportunities; Education Work Relationship; Foreign Countries; *Higher Education; Personality Traits; Research and Development; Scholarly Journals; Student Attitudes; Student College Relationship; *Student Personnel Services
IDENTIFIERS- *Australia

Seven articles on higher education research and development are presented, including a review of higher education research pertaining to equality of opportunity and accountability. Remaining articles cover the following: an evaluation of college-level student services in Australia; perceptions of academic scientists, employers, graduates and others concerning the relevance of undergraduate science courses to professional employment; a survey of students' traits and attitudes about the University of New England, Australia; the role of university counselors in helping students achieve academic goals; an assessment of "The Journal of Tertiary Education Administration," which first appeared in October 1979; and reviews of two books on barriers to adult involvement in higher education. Article titles and authors are as follows: "Part II: Equality of Opportunity and Accountability: 1966-1982" (D. S. Anderson, E. Eaton); "Reflections of an Evaluator" (Ernest Roe); "The Relevance of Tertiary Science Courses to Professional Employment: Who Decides and How" (A. P. Prosser); "Students' Personality and Satisfaction with an Australian University: A Study of Interdisciplinary Differences" (David Watkins); and "Counsellor Contribution to Academic Goals: A Team Work Approach" (C. Williams, M. Shaw). (SW)

ED 236 987 HE 016 758

Emendations: Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars.

National Association for Foreign Student Affairs, Washington, D.C.

SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.

REPORT NO.- ISBN-0-912207-01-9

PUB DATE- 83

AVAILABLE FROM- National Association for Foreign Student Affairs, Publications Order Department, 1860 19th Street, N.W., Washington, DC 20009 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Eligibility; Federal Legislation; *Federal Regulation; *Foreign Nationals; Foreign Student Advisers; *Foreign Students; Guidelines; Higher Education; *Immigrants; Legal Responsibility; Recordkeeping; Refugees; Student Exchange Programs; Study Abroad; *Travel

IDENTIFIERS- Immigration and Nationality Act; *Immigration and Naturalization Service Regulations

A partial revision of the 1982 manual of U.S. immigration law and regulations pertaining to foreign students and scholars is presented to assist foreign student advisers. This revision resulted from the new regulations of the Immigration and Naturalization Service (INS) concerning F and M students that went into effect August 1, 1983. In addition to an introductory section on immigration law, information is provided on nonimmigrant status and institutional responsibilities under INS regulations for F and M students. The following areas are covered: passports, visas, Form 1-94 (arrival-departure record), alien registration and address report,

extension of temporary stay, change of nonimmigrant classification, and departure, approval of schools for acceptance of F-1 and/or M-1 students, designated school officials, controls on issuing Forms I-20A-B and I-20M-N, recordkeeping and reporting requirements, withdrawal of school approval, restoration of duration of status, maintenance of status, employment, transfer of schools, postdoctoral students, visits abroad and reentry, change of status, and spouse/dependent status. Samples of new immigration forms are included, including the new Forms I-20A-B, I-20M-N, and I-20 ID

ED 237 103 IR 050 524

Dosa, Marta L.
National and International Information Policies. IST 682, A Graduate Course.
Syracuse Univ., N.Y. School of Information Studies.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Course Descriptions; Developing Nations; Higher Education; *Information Sources; Learning Activities; *Library Education; *Management Information Systems; Objectives; *Organizations (Groups); Policy; *Policy Formation; Public Agencies
IDENTIFIERS- *Information Policy; Policy Analysis; Policy Research; Syracuse University NY

This course outline begins with a statement of seven objectives which relate to (1) the role of the policy sciences and the policy science literatures; (2) understanding the policy analysis process; (3) identification of major policy issues concerned with information as a resource in economic and social life; (4) application of policy analytical methods to national and international policy issues; (5) the awareness of major public and private organizations that influence information policies; (6) awareness of major research centers, academic departments, programs, and trends in the study of information policies; and (7) the ability to formulate problems and study the role of information policies in national development and productivity. Requirements and guidelines are listed for a policy review project which includes development of a hypothetical proposal for the management of an organization based on an information policy review. A resource guide lists references and information sources for the following topics: the policy process, the policy sciences, national information policies, public agencies, interest groups and public participation, national information policy issues, international information policy issues, countries and areas, and examples of sources for information policy research. (LMM)

ED 237 117 IR 060 009

The 1983 Communication/Planning Guide and Calendar.
Educational Communication Center, Camp Hill, Pa.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; Elementary Secondary Education; Guidelines; *Organizational Communication; *Program Development; *Public Relations; School Community Relationship; School Districts
IDENTIFIERS- Calendars; PF Project

Tips are provided for planning a year-round program to improve public relations (PR) and organizational communication. Beginning with a list of 12 essential factors for PR, the calendar presents a variety of PR ideas for each month of the year. At the beginning and end of the calendar, guidelines are offered for: (1) creating an effective staff newsletter; (2) identifying and building relationships with key communicators in the community; (3) assessing community attitudes towards education; (4) preparing speeches; and (5) improving writing skills. (DC)

ED 237 118 IR 060 011

Handbook for Library Volunteers. Rev.
San Bruno Park School District, San Bruno, CA.
PUB DATE- Sep 76
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Elementary Education; Guidelines; *Learning Resources Centers; Library Guides; *Parent Participation; *School Libraries; *Volunteers
IDENTIFIERS- PF Project

The functions and responsibilities of a school library and of the library personnel are presented in this handbook for parent library volunteers. Topics covered are: (1) the role of the library media center; (2) an outline of a volunteer's duties and daily routines; (3) the responsibilities of the district library specialist, the teacher, and the library chairman; (4) the materials circulation procedure, with a sample form letter to report lost books; (5) a description of the arrangement of books and audiovisual materials; (6) the instructions on the use of the card catalog; (7) a one-page summary of the Dewey Decimal Classification System; and (8) definitions of the types of audiovisual materials available. (JW)

JC

ED 236 746 CS 504 447

Ediger, Marlow
Listening and the Pupil.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Classroom Communication; Classroom Environment; Educational Objectives; Elementary Secondary Education; Learning Centers (Classroom); Learning Modalities; Learning Processes; Listening Comprehension; Listening Habits; *Listening Skills; *Speech Communication; *Student Motivation; *Teaching Methods

To help students develop needed skills in listening, teachers need to (1) encourage improved listening through interesting learning activities, (2) involve students in presenting ideas as well as listening to content, (3) vary kinds of learning experiences, (4) provide direct training in listening skills, (5) recognize differences in students' academic ability and background experience, and (6) create a stimulating environment to promote active listening. In addition to creating discussion or listening centers, audiovisual stations, and oral reading and storytelling centers, teachers can stress the importance of good listening skills by practicing and encouraging good speaking and listening habits in all classroom activities. The methods that teachers choose to promote listening skills depend on their objectives, which can focus on student skills, such as recalling main ideas, or on affective experiences, such as developing respect for other students. (MM)

ED 236 808 EA 016 198

Newberg, Norman A.; Glatthorn, Allan A.
Instructional Leadership: Four Ethnographic Studies on Junior High School Principals.
Pennsylvania Univ., Philadelphia.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0088
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Role; Case Studies; Community Characteristics; Discipline; Educational Environment; Ethnography; Instructional Improvement; Junior High Schools; *Leadership Styles; Mastery Learning; Minority Group Children; *Principals; *School Effectiveness; School Personnel; School Supervision; Teacher Administrator Relationship; *Urban Schools
IDENTIFIERS- Sources of Instructional Leadership

This study explores the principal's role as instructional leader in four urban schools showing improvement in test scores. Data gathering procedures included ethnographic observations and interviews of principals; principals' logs of time use; interviews with teachers, school administrators, and students; and faculty surveys. The findings were analyzed to identify "cultural themes" dealing with instructional leadership and to develop composite pictures of the principals' leadership. The bulk of the report consists of case studies incorporating anecdotal and quantitative presentations of such topics as the community, characteristics of the school, composition of students and faculty, a profile of the principal, the principal's exercise of instructional leadership, faculty and student perceptions, the principal's interventions for instructional improvement and their effects, and the school's leadership structure, including the role of other influential staff. General findings indicate that principals can improve learning by establishing explicit policies for achieving clearly expressed goals, effectively using slogans in support of those goals, improving the learning climate, and having someone devote attention to the curriculum. The conclusion is that the principals studied give priority to student discipline and school management and need inservice education to become instructional leaders. Principals can provide general instructional leadership while support staff with special expertise offer more specific leadership. (Survey instruments including Sources of Instructional Leadership (SOIL) are appended.) (MJL)

ED 236 823 EC 160 841

Clasen, Donna Rae
An Investigation of the Effect of Four Different Instructional Strategies on the Achievement of Gifted Seventh-Grade Students in a Specific Content Area.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Gifted; Junior High Schools; Memory; *Questioning Techniques; *Science Instruction; Sex Differences; Student Attitudes; Teaching Methods

The effects of four different instructional presentations of identical content on the achievement of 72 gifted seventh graders were evaluated. Ss were randomly assigned to four treatments, each with one replication: (1) independent study, (2) lower-order questions, (3) higher-order questions, and (4) divergent-production questions. Eight teachers were trained to follow detailed scripts in presenting a unit on plate tectonics. Ss received identical curriculum content with variations in the teachers' questioning approaches. Ss in the independent study group individually directed their own instruction while monitored by a teacher. Results of testing (multiple-choice and short-answer) on the fifth day revealed that the lower level questioning groups outscored higher-order treatment groups on total achievement scores. There were no significant differences on the delayed-retention tests (administered 5 weeks after the first testing period). Knowledge loss was greatest for the lower order group. The independent study group did well, scoring significantly below others on only one achievement measure. Attitude inventories toward science and instruction revealed significant sex differences in attitudes. (Author/CL)

ED 236 872 EC 160 893

Lewis, Michael A.

The Care and Use of a Child's Hearing Aid: A Practical Guide for Parents, Teachers, and Children.

South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Etiology; *Hearing (Physiology); *Hearing Aids; *Hearing Impairments; Student Characteristics

The booklet is intended to provide practical information on hearing aids for hearing impaired children, their families and teachers. Illustrations are provided to describe the hearing process. The nature of hearing loss is considered in terms of types (conductive, sensori-neural, and mixed), causes, degrees, and educational implications. Four different types of hearing aids are briefly summarized, component parts (microphone, amplifier, receiver, and battery) are described, and ways in which an aid facilitates hearing are noted. Suggestions for hearing aid care touch on cleaning, performing routine "listening checks," and identifying common problems and their causes. A final section lists hints on successful hearing aid use, including a three-phase plan for initial use. (CL)

ED 236 904 EC 165 129

Citron, Christiane Hyde
Special Education and the Law. Issuegram 10.
Education Commission of the States, Denver, Colo.

PUB DATE- 3 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Access to Education; *Disabilities; Educational Policy; Elementary Secondary Education; *Federal Legislation; Needs Assessment; Policy Formation; *Public Schools; *Special Education; Special Programs; *State Legislation
IDENTIFIERS- *Education for All Handicapped Children Act; PF Project; *Rehabilitation Act 1973 (Section 504)

Various state and federal laws related to education of the handicapped are outlined to aid state educators in identifying needs and formulating public school policy. Constitutional and statutory law concerning the educational rights of the handicapped are listed, including the Constitution, state constitutions, Public Law 94-142, and Section 504 of the 1973 Rehabilitation Act. The following statutory rights provided in Public Law 94-142 and Section 504 are identified and explained in detail: free appropriate public education, Individualized Education Programs (IEP's), education in the least restrictive environment, fair evaluation, related services, extended school year, sports participation, and fair discipline. Several innovative state provisions are also described. The paper concludes with a list of recommended reading. (LP)

ED 236 957 HE 016 303

Fehnel, Richard A.
The National University Consortium: An Assessment.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTIONS- Adult Students; *Consortia; *Continuing Education; Cost Effectiveness; *External Degree Programs; Higher Education; *National Organizations; Part Time Students; Program Descriptions; Program Effectiveness; *Telecourses
IDENTIFIERS- *National University Consortium Telecomm Teaching; PF

Project
The Off-Campus Degree Program at Linfield College (Oregon) provides quality coursework to a group of part-time adult students who would not otherwise have access to a four-year degree program. In 1980, Linfield joined six other institutions to form the National University Consortium (NUC), the first national organization of colleges and universities, public broadcasting stations, and cable systems to offer television-assisted courses. NUC is governed and directed by all its member institutions and each plays an active role in determining NUC policy, curriculum offerings, and operations. Course materials, inspired by and adapted from the highly successful British Open University, are used. The Linfield courses can be used to satisfy major and elective requirements for the bachelor of science in management degree and the bachelor of arts in liberal studies degree offered through the Official Campus Program. Most courses are interdisciplinary in three degree areas: (1) technology and management; (2) behavioral and social sciences; and (3) humanities. Linfield's membership in NUC offers advantages to students, faculty, and administrators, and has been cost-effective, showing a net financial gain. (JW)

ED 237 001 HE 016 776

Larkin, Paul
Communication Industry Needs and Higher Education Programs: What Are We Doing Now to Prepare for 1990?
PUB DATE- 14 Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Standards; Broadcast Industry; *Communications; Community Colleges; *Degrees (Academic); *Education Work Relationship; *Employment Projections; Higher Education; Labor Force Development; *Labor Market; *Teacher Supply and Demand; Technological Advancement; Trend Analysis

Projected workforce requirements in 1990 were related to trends in degrees awarded. A Delphi panel discussed impacts of new technology and problems of technical worker supply in the field of communications, which was used as an example of a changing industry. Delphi participants were provided information about past employment and were told about the forecasts of the Bureau of Labor Statistics' model. After estimating the size of the labor force, the panel projected the number of jobs by 1990. The group also discussed growth trends in communications technology, including problems of supply and the nature of teamwork required in the changing industry. After examining projections and trends for the communications industry as a whole, the panel considered the radio and television broadcasting industry and specific occupations within those industries. It is suggested that since new technologies are creating new job categories, community colleges in particular will have to be flexible and responsive to the changing needs of the industry in order to provide the number of technicians and the team mix required. Implications for policy include an urgent need for college-level teachers of science, math, and engineering; higher standards for math and science in our public schools; and national priorities for workforce training before the end of the 1990s. (SW)

ED 237 059 IR 010 883

Low-Cost Educational Materials: How to Make, How to Use, How to Adapt. Inventory. Volume II.
United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Audiovisual Aids; *Developing Nations; Display Aids; Foreign Countries; Instructional Materials; Learning Activities; *Material Development; *Production Techniques; Resource Materials; *Teacher Developed Materials
IDENTIFIERS- *Asia

This volume presents instructions for 52 low-cost and indigenous teaching materials and devices developed during a second series of national workshops held in Bangladesh, Indonesia, the Republic of Korea, Papua New Guinea, Sri Lanka, Thailand, and the Socialist Republic of Viet Nam during 1979/1980, and also during the second Sub-Regional Workshop on Educational Technology held in Dacca in 1980. Each description lists the subject area, objectives, materials needed, and source. Instructions tell both how to make the item and how to use it, and describes possible modifications when applicable. The items described include hand-made maps, models and displays, educational toys and games, and science apparatus, such as a thermoscope, simple electroscope, simple microscope, osmoscope, plastic beaker, bamboo thermoflask, common pump, spring pendulum, and balances. Instructions are generously illustrated with line drawings. (LMM)

ED 237 089 IR 050 505

Lockwood, James D.
Library Statistics of Colleges and Universities in the Pacific Northwest, 1980-81.
Oregon State System of Higher Education, Corvallis.; Pacific Northwest Library Assoc., Baker, Oreg.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Libraries; Data Analysis; Higher Education; *Interlibrary Loans; Law Libraries; *Library Collections; *Library Expenditures; *Library Personnel; Library Research; Library Surveys; Questionnaires; Research Methodology
IDENTIFIERS- Library Statistics; *Pacific Northwest

This report presents results from a survey of approximately 165 academic libraries in Alberta, British Columbia, Alaska, Idaho, Montana, Oregon, and Washington, based on 138 responses from 2-year college libraries, 4-year college and university libraries, law school libraries reporting separately, and miscellaneous academic libraries. The survey was conducted in order to compute data on all academic libraries in the region for comparison and inventory purposes on a timely basis. Data are organized into four categories: institutional characteristics, library collections, library personnel, library expenditures, and interlibrary lending and borrowing. Two main data tables reproduce responses to 16 of the 25 questionnaire items from 2-year and 4-year colleges and universities. Selected variables are analyzed, and an explanation of the analyses and recommendations for further analysis are presented. A discussion of the survey methodology describes the development and distribution of the survey questionnaire, the handling of returns, and calculations. Additional sections point out limitations of the method and the survey instrument, and offer recommendations for future surveys. A sample PNLA (Pacific Northwest Library Association) library statistics questionnaire with instructions and 13 references are included. (LMM)

ED 236 761 EA 015 950

Relic, Peter D.
Don't Abandon Inner-City Schools. The Endpaper.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Administrator Responsibility; Cooperative Programs; *Educational Cooperation; Educational Environment; Educational Quality; High Schools; *Interschool Communication; Opinion Papers; *Suburban Schools; *Urban Schools
IDENTIFIERS- PF Project

Suburban high school administrators should attempt to open lines of communication and cooperation between their schools and inner-city high schools. The quality of inner-city high schools has deteriorated in recent decades due to a variety of reasons; however, this does not mean that they should be ignored. There is still much that is worthwhile in these schools. Cooperative programs between urban and suburban high schools can be of mutual benefit. Some ways in which suburban schools can help their urban counterparts are: (1) allowing inner-city teachers to participate in suburban inservice programs; (2) having an exchange program of student bands and choruses; (3) staging athletic contests; (4) sharing volunteer resource people; (5) having student volunteer organizations serve together; (6) exchanging visits between student councils; and (7) conducting joint curriculum studies by teachers. A reconnection between urban and suburban schools needs to be made so that they can improve the future together. (DC)

ED 236 793 EA 016 181

Theodory, George C.
Development and Validation of Principals' Role-Specific Behaviors in Lebanese Secondary Schools.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Role; Foreign Countries; *Principals; *Role Perception; Secondary Education
IDENTIFIERS- *Lebanon

This field study profiles the roles of secondary school principals in Lebanon, focusing on four areas: (1) role-specific behaviors necessary for success; (2) the degrees of significance attached to each of the behaviors by principals, teachers, and students; (3) the extent to which such behaviors are actually found; and (4) the consequent picture of ideal principal behaviors. Using a nationwide sample of 800 subjects (principals, teachers, and students), the study specifies 25 role-specific behaviors, ranked by the sample subjects in order of importance and actual occurrence. Significant differences in the perceptions of principals, teachers, and students were found regarding the behaviors necessary for making a principal successful, as well as disagreements about the relative importance of the baseline behaviors. (JW)

ED 236 922 FL 014 077

Ramsay, Janet K.
Assessing Instructional Needs with Language Experience Stories.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Education; *English (Second Language); *Error Patterns; Form Classes (Languages); *Language Experience Approach; Language of Instruction; Oral Language; *Second Language Learning
IDENTIFIERS- Botswana

The level of mastery of selected language forms among English as a second language students in Botswana was investigated. Eighty-four pupils in the third to the sixth year of formal education provided oral English samples in unstructured formats involving language experience stories. The oral language of the pupils was analyzed to establish the sequence in which certain English features were learned. Most stories produced by the younger pupils consisted of naming objects in the picture, while the older students added content from other classes. The contracted copula and possessives did not regularly occur in the pupils' stories. The younger students used articles and pronouns with great frequency. However, the highest frequency of errors was with articles and pronouns. The older students used more prepositions while committing errors of omission of articles, third person errors, and "be" verb and regular past errors. It is concluded that the marked differences between the number of features used by younger and older students implies that when pupils are taught content subjects in Enlgish, their production of English features is more varied. (RW)

ED 236 939 FL 014 096

Wong, Sau-ling Cynthia

"Handles" for Teaching Grammar.

California Association of Teachers of English to Speakers of Other Languages.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *English (Second Language); *Grammar; Higher Education; *Learning Activities; Second Language Instruction; Teaching Methods

Methods for introducing and drilling grammatical structures in English as a second language (ESL) are presented for beginning teachers. Emphasis is on realistic contextualization and elicitation of spoken and written language through visual cueing in mechanical or meaningful exercises. The exercises are intended for small groups of college-bound ESL students but can be adapted to other types of students. Question formation is introduced through interview exercises, count and noncount nouns through picture description, comparatives through mathematical symbols, and the "so...that" construction through tall tales. (Author/RW)

ED 237 015 HE 016 793

McConner, Ora B.
Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).
Chicago Board of Education, Ill.
PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Access to Education; Admissions Counseling; *Articulation (Education); Career Planning; *College Attendance; College Bound Students; College Choice; College Preparation; College School Cooperation; Economic Climate; *Financial Problems; Hearings; *High School Graduates; Noncollege Bound Students; Post High School Guidance; Postsecondary Education
IDENTIFIERS- *Excellence; *Illinois (Chicago); National Commission on Excellence in Education

The preparation of high school students for the transition from secondary to postsecondary education is discussed by an official of the Chicago public schools. It is suggested that access to postsecondary education should not be linked solely to test scores without regard to achievement within the child's environment. Recent statistics show that in Chicago's public schools, fewer students who have completed graduation requirements are planning postsecondary education and training. Of the students planning to enter college in 1982, most are academically strong and can assume high college costs. Preparation of students for college requires cooperation between colleges and high schools, along with the assistance of secondary and postsecondary school guidance counselors. Additionally, technology allows students to interact with the computer to explore career fields and college choices and to obtain an explanation of financial aid. The effect of the recession on students' college plans has been significant, and many middle-class applicants are applying to schools closer to home, state universities, and two-year community colleges, or to the military. In this time of uncertainty and diminished opportunities, the poor cannot afford to attend college. (SW)

ED 237 045 HE 016 826

Prather, James E.; Sturgeon, Joseph S.

The Influence of Academic Performance, Demographic Background, and Discipline on College Grades and Course Withdrawals.

Georgia State Univ., Atlanta. Office of Institutional Planning.

PUB DATE- Nov 81
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Persistence; *Grade Point Average; Higher Education; Institutional Research; Intellectual Disciplines; Student Characteristics; *Undergraduate Students; *Withdrawal (Education)
IDENTIFIERS- *Georgia State University

The performance of students who persisted or withdrew from courses was compared in a survey of all undergraduate students enrolled at Georgia State University during the spring 1981 quarter. Multivariate analysis was applied to three aspects of withdrawal and performance: course grades, the length of time withdrawing students stayed in the course, and characteristics of course persisters and dropouts. It was found that past grade point average (GPA), course contextual variables such as the overall ability of the class, and the discipline of the course were the most significant factors affecting withdrawal and academic performance. Students with higher GPAs withdrew less, made better grades, but also seemed to use withdrawal as a mechanism to maintain academic status. That is, many students used withdrawal to avoid making a grade less than one that they expected. Classes where students with high ability predominated had lower grades than classes with students of mixed ability. Disciplines such as finance, information systems, and mathematics generated more withdrawals. In general, these factors had a similar impact across lines of race and gender. (Author/SW)

ED 237 074 IR 010 904

Brown, Duncan H.
Developing a Justification for the Use of Film and Television in Education: Suggestions for a New Approach.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Communication (Thought Transfer); *Educational Television; *Instructional Films; Intermode Differences; *Media Research; *Models; Research Design; Research Methodology; *Research Problems; Teaching Methods; Television Viewing

This paper questions both what was being tested in prior instructional media research on the educational value of film and television and the value of some of those findings. An alternative way of conceptualizing the communication process that occurs when students view an instructional film or television program is proposed, which places viewers in the role of active interpreters who construct meaning rather than as the passive recipients of a single message. It is suggested that many of the research studies on the use of instructional media are inconclusive, contradictory, and frequently based on invalid or simplistic questions. Two frequently-proposed arguments in support of the use of film or television are discussed: the claim that students learn more when they view film or television than when taught by conventional classroom teaching methods and the argument that is based on the idea that "one picture is worth a thousand words." After assessing what can be used from these traditional arguments, the final sections suggest some new justifications that can be developed from more recent research approaches. Seventeen references are listed. (LMM)

ED 237 148 JC 830 535

FY 1983 Unit Cost Report for the Public Community Colleges of Illinois.
Illinois Community Coll. Board, Springfield.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports -

Research/Technical (143)
DESCRIPTIONS- Building Operation; College Credits; College Programs; *Community Colleges; *Expenditure Per Student; Operating Expenses; *Program Costs; Salaries; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Data on direct and indirect instructional unit costs per student semester credit hour for each community college in Illinois are provided in this report. First, comparisons of FY 1983 net instructional unit costs with those of 1977 through 1982 are presented. Next, data on net, full, and total instructional unit costs are provided and include information on building repair and depreciation, organized research, and public service costs. The following sections detail indirect instructional support unit costs and net instructional unit costs by instructional category. Then, FY 1983 net instructional unit costs are provided by subject area and broken down by salary, direct departmental costs, equipment costs, operation and maintenance, building rental, and net instructional costs. Finally, a sample unit cost comparative analysis of high, low, and average cost community colleges is provided by program category (i.e., baccalaureate, business, technical, health, remedial, general studies, basic education, and campus totals). Reports showing dollar costs are appended. Report highlights include: (1) a 32.9% rise in net instructional costs from 1977 through 1983; and (2) state average unit costs of $69.89 for net instructional costs, $72.29 for full instructional unit costs, and $75.66 for total instructional unit costs. (HB)

ED 237 164 JC 830 814

Ruckle, Sharon
A Process for Reassessing Institutional Direction.
PUB DATE- 22 Jul 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accreditation (Institutions); *College Role; Community Colleges; Educational Philosophy; Evaluation Methods; Guidelines; Institutional Evaluation; *Organizational Objectives; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- American River College CA; Charrettes; PF Project

When a college conducts an accreditation self-study, it is best to begin by addressing basic philosophical questions about the college's mission and goals. American River College in Sacramento, California, began its process by responding to the following questions: (1) Can we be all things to all people? (2) Does open door mean open curriculum? (3) Should assessment be provided and for whom? (4) How much remediation should be offered and should there be a minimum student ability required? (5) What does "comprehensive" mean in terms of curriculum? (6) What student support services should be provided? (7) Do we define our programs and services in relation to our community? (8) What is the institution's responsibility to the student and the student's responsibility to the institution? and (9) By what criteria do we measure institution and student accountability? Using the charrette process (a technique which pools the talents of different people to study and develop a plan), consensus statements were developed by the faculty, administration, classified staff, student body, and board of trustees for each set of questions. These statements now form the basis for the ongoing planning process. (DC)

ED 236 747 CS 504 449

Baer, Diane; Spicer, Christopher H.

Communication and the Dual-Career Couple: A Literature Assessment.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Communication Research; *Decision Making; *Dual Career Family; *Interpersonal Communication; *Interpersonal Relationship; Literature Reviews; Scholarly Journals; Social Behavior; Social Problems; *Speech Communication

To assess the role of communication in scholarly research and writing about dual careers, a review was made of 89 articles on dual careers that were listed in the bibliographic source, "The Inventory of Marriage and Family Literature," Volumes V-IX. Articles were assessed on three dimensions. First, every article was categorized as addressing dilemmas involving social norms, role identity, social relationships, role cycle and/or overload. Second, the type of variable selected for study was identified. Third, the degree to which the variables reflected a concern for a communication-as-process approach to the dilemmas faced by dual-career couples was evaluated. Results of the classification showed that 15 articles examined social norm dilemmas, 30 examined role identity, 1 examined social relationships, 21 examined role cycle, 5 looked at overload, and 17 studied dilemmas that could not be categorized. Assessment of the articles' communication focus indicated that only 1 of the 89 articles empirically examined the ways in which a couple talked with one another during the decision making process, and only 2 articles investigated how members of a dual-career couple perceived their communication. While a number of articles mentioned communication, they did not empirically focus on the process of communication. These results suggest that researchers have emphasized the products of communication between partners and neglected the means by which decisions were reached. (A chart of the articles arranged according to dilemma category is appended.) (HOD)

ED 236 840 EC 160 858

Ysseldyke, James; And Others
Practical Implications of Research on Referral and Opportunity to Learn. Monograph No. 22.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Intervention; Learning Disabilities; *Referral; School Psychologists; *Time on Task

The paper summarizes findings from four studies on the referral process for students with academic and social/behavioral problems and several observational investigations on students' academic responding time. Research on referral addresses such aspects as reasons for referral, causes ascribed for difficulties, pre-referral classroom intervention, teachers' desired outcomes, and effects of institutional constraints and external pressures. Studies of academic responding time examined differences between students in regular and learning disabilities classrooms, with consideration of seven major topics including differences as a function of teacher-perceived academic and behavioral competence and students' reading group placement. The report recommends that classroom intervention be undertaken prior to a comprehensive psychoeducational evaluation of the student and following a teacher's referral. Interventions, it is suggested, should be based on classroom ecological variables. A response by a school psychologist concurs with the need for classroom intervention and suggests that psychologists work individuallly with children and teachers to develop a solution to the problem. (CL)

ED 236 889 EC 161 149

Helge, Doris, Ed.
Rural Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
CONTRACT- 400-81-0031
AVAILABLE FROM- The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($5.00 single copy).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Serials (022)
DESCRIPTIONS- *Delivery Systems; *Disabilities; Educational Needs; *Educational Technology; Elementary Secondary Education; *Gifted; Program Development; Regional Planning; *Rural Education; *Special Education; Teacher Education; Volunteers

This special issue of the journal Exceptional Children has the theme "Rural Special Education." Nine articles deal with this theme as follows: (1) "The State of the Art of Rural Special Education" (by D. Helge), looks at recent improvements, remaining challenges, and current functioning; policy recommendations are offered for national and state policy makers; (2) "Generic Problems or Solutions in Rural Special Education" (by L. Marrs) suggests that though certain problems are universal in rural areas there is no agreement regarding generalizable solutions which will work in all rural areas; (3) "Regional Rural Special Education Programs--A Case Study of Problems, Practices, and Positive Steps," (by K. Kirmer et al), uses the Central Kansas Cooperative in Education as an example of how central beliefs, early structuring decisions, and operating procedures have aided in dealing with the rural regional special education delivery problems; (4) "Models for Serving Rural Children with Low-Incidence Handicapping Conditions" (by D. Helge) stresses that there is no single appropriate rural service delivery model and delineates factors that must be considered by the rural service delivery model planner; (5) "Providing for Rural Gifted Children within an Assortment of Services Model" (by G. Gear) notes the problems of programming for gifted students when numbers are low and stresses the need for staff to innovate and use existing community resources; (6) "A Band Wagon without Music--Preparing Rural Special Educators" (by L. Marrs) notes the irrelevance of many traditional special educator preparation programs and identifies competencies and curriculum elements which should be in preservice programs; (7) "Technological Tools for Rural Special Education" (by A. Hofmeister) notes the potential of the new technologies if rural educators prepare themselves to capitalize on the advantages and avoid the problems they offer; (8) "Technologies in Rural Special Education Problem Solvers--A Status Report and Successful Strategies" (by D. Helge) discusses applications for instructional support, direct instruction, management, and staff development. The final paper; (9) "Should a Special Educator Entertain Volunteers--Interdependence in Rural America" (L. Marrs) describes the National Rural Independent Living Network and suggests strategies for designing a volunteer program, for recruiting and training volunteers, and for linking volunteers with disabled persons. (DB)

ED 236 905 EC 165 132

Helping the Visually Impaired Student with Electronic Video Visual Aids.
Visualtek, Inc., Santa Monica, CA.
PUB DATE- Jan 84
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Electromechanical Aids; *Low Vision Aids; *Magnification Methods; *Microcomputers; *Partial Vision; *Visual Impairments
IDENTIFIERS- Apple II; Apple IIe; PF Project Apple II Plus

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Video visual aids are Closed Circuit TV systems (CCTV's) which magnify print and enlarge it electronically upon a screen so partially sighted persons with some residual vision can read and write normal size print. These devices are in use around the world in homes, schools, industries and libraries, enabling legally blind or low vision users to make use of their remaining eyesight. In classrooms, visually impaired students are exposed to a variety of learning aids including voice output machines and braille printed materials. In addition, technology has added the electronic print magnification device that whenever possible the partially sighted can function like the fully sighted: by using their eyes. MICROCOMPUTERS FOR THE PARTIALLY SIGHTED: The widespread, increasing use of microcomputers in education highlighted the need for computer accessibility for low vision students. Until recently, voice output or braille readout were the only media available for those unable to read the characters on a standard VDT--video display terminal. Recognizing the enormous use of Apple II computers in schools, our research and development produced the DP-10: a Large Print Display Processor which enlarges the computer's display of information up to 15 times. More importantly, the DP-10 changes the dot matrix display into clear, solid, high contrast characters which are very easy to read.

USES OF THE APPLE COMPATIBLE DP-10: The DP-10 operates as a peripheral device; it plugs into the Apple II, II+ or IIe and automatically, without operator programming, enlarges the print display. No software is required and all software usually produced for the Apple line can be used by the partially sighted user. Educators who have APPLE computers do not need to purchase a new special unit for their low vision students. BENEFITS OF THE DP-10 FOR THE VISUALLY IMPAIRED STUDENT: The DP-10 is an adaptive device. It permits the legally blind user to learn word processing, accounting, managing techniques, and theory, or whatever he or she wishes to learn. Variable size letters are available at the turn of a dial so the user can individualize the display to accommodate his eye condition. (Author)

ED 236 974 HE 016 659

Chachra, Vinod; Heterick, Robert C.
Computing in Higher Education: A Planning Perspective for Administrators. CAUSE Monograph Series.
CAUSE, Boulder, Colo.
PUB DATE- 82
AVAILABLE FROM- CAUSE Publications, 737 Twenty-Ninth Street, Boulder, CO 80303 ($6.00, members; $10, nonmember colleges; $20, others).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrative Principles; Administrator Guides; *College Administration; College Planning; *Computer Oriented Programs; Computer Programs; Databases; *Data Processing; Economic Climate; Higher Education; *Information Networks; *Management Information Systems; Microcomputers; Minicomputers; Program Administration; Technological Advancement; Word Processing

Options for using computers in managing higher education institutions and technological questions are considered in a collection of nine essays developed by the authors for this monograph. An introduction considers historical developments and provides an overview of computing modes and languages. After considering some of the economic and technological influences under which computing centers of the 1980s will have to operate, attention is directed to the following concerns: the question of whether to do different tasks on the same machine, management techniques, the reporting structure of the information systems department, job shop scheduling versus utility operation, development versus maintenance, and evaluation and audits. Topics concerning software development include models and design of data-based management systems, systems development life cycle, and structured techniques. Operations concerns are also covered, including scheduling, critical paths, service charging, job accounting, and queuing and simulation. The role of the user and the system view are considered, along with perspectives on office systems and word processing, and planning for the automated office. Issues concerning networks and sharing are also discussed, including the impact of the micro/mini computers and software sharing. Perspectives on the future of administrative computing are also considered. (SW)

ED 236 988 HE 016 759

Foundations Associated with Maryland Public Universities and Colleges. Postsecondary Education Research Reports.
Maryland State Board for Higher Education, Annapolis.
PUB DATE- Sep 83
AVAILABLE FROM- Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Agency Role; Alumni; Capital; Compliance (Legal); *Fund Raising; Institutional Advancement; *Money Management; Organizations (Groups); *Philanthropic Foundations; Postsecondary Education; *Private Financial Support; Public Education; Resource Allocation; Scholarships; *State Colleges
IDENTIFIERS- *Maryland

Guidelines adopted by the State Board for Higher Education concerning private foundations at Maryland public colleges and universities are reviewed, along with an assessment of institutional efforts to comply with the guidelines. The primary purposes of these foundations are to generate, manage, and distribute funds to the institution to support activities for which resources are not available from regular institutional funds. Activities of the 33 foundations in Maryland include fund raising, alumni activities, and distribution of scholarships for athletic and/or academic purposes. Each institutional governing board is advised to specify the relationship of the foundation and the institution in regard to the use of the institution's name, facilities, personnel, and other resources. Information is provided on assets of the 33 existing foundations as of June 30, 1982, and brief descriptions of each foundation are included. Appended materials include examples of

policies adopted by governing boards, the title of the staff member designated as responsible for monitoring compliance with guidelines for each foundation, information on state employees providing service to foundations and receiving/not receiving remuneration from foundations. (SW)

ED 237 002 HE 016 778

Murtha, James; And Others
Persistence and Achievement: A Profile of Graduates from The City University of New York.
City Univ. of New York, NY. Office of Institutional Research and Analysis.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 83
AVAILABLE FROM- City University of New York, Office of Institutional Research and Analysis, New York, NY 10021.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Persistence; *College Attendance; *College Graduates; *Education Work Relationship; *Employment Experience; Family Characteristics; Family Income; Followup Studies; Graduate Surveys; Higher Education; Institutional Research; Majors (Students); Minority Groups; Questionnaires; Salaries; *Student Characteristics; Student Employment
IDENTIFIERS- *City University of New York

Characteristics of the 1981 graduating class of The City University of New York and their status about 1 year after graduation were studied. Findings include the following: within 1 year of graduation, those employed reported average incomes of about $16,000 and fewer than 6 percent said they were unable to find employment; minority students were represented among graduates at 3 times the national average; 61 percent of the graduates were women; almost 90 percent of the bachelors and 75 percent of the associates worked while enrolled at the university; 45 percent of the associate and 38 percent of the baccalaureate graduates were over 25 years old; about one-third of all graduates came from families with annual incomes of less than $12,000; only 10 percent of the associates and 20 percent of the bachelors had parents who had earned a college degree; almost 75 percent of associates and 50 percent of bachelors took longer than the traditional on-time period to earn their degree; almost 55 percent of associates and 46 percent of bachelors enrolled in other educational programs after completing their degree. Comparisons were also made with the experiences of June 1979 graduates. Information is included on type of job entered by degree, salaries by degree, and postgraduate disciplines pursued. The survey questionnaire is appended. (Author/SW)

ED 237 030 HE 016 808

Solomon, Robert J.
Information Concerning Mean Test Scores for the Graduate Management Admission Test (GMAT), Graduate Record Examinations (GRE), Law School Admission Test (LSAT), Preliminary Scholastic Aptitude Test (PSAT), and Scholastic Aptitude Test (SAT) for the National Commission on Excellence in Education.
Educational Testing Service, Princeton, N.J.
PUB DATE- 25 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Tests; *Aptitude Tests; *College Entrance Examinations; Costs; Postsecondary Education; *Scores; *Test Results; Trend Analysis
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

Data are provided to the National Commission on Excellence in Education on the Graduate Management Admission Test (GMAT), Graduate Record Examinations (GRE), Law School Admission Test (LSAT), Preliminary Scholastic Aptitude Test (PSAT), and Scholastic Aptitude Test (SAT). Statistics are provided on the following: yearly GMAT mean scores 1965-1966 through 1981-1982, including scores on subject tests; LSAT mean scores for 1961-1962 through 1981-1982; means, standard deviations, and number of cases for all candidates taking specific achievement tests by year, 1956-1957 through 1974-1975; means, standard deviations, and number of cases for SAT candidates by year, 1956-1957 through 1975-1976; SAT verbal and mathematics scores for males and females, 1973-1982, including reading comprehension scores, vocabulary, test of Standard Written English, and achievement test scores by subject; and PSAT and National Scholarship Qualifying Test numbers, means, and standard deviations of verbal and mathematical scores for junior students tested from 1959 through 1982. (SW)

ED 237 090 IR 050 507

Project SEEK, 1979-1982. Final Report.
Oklahoma State Dept. of Education, Oklahoma City.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-78-0014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTIONS- *Administrators; *Databases; *Information Dissemination; *Information Networks; Information Retrieval; Information Sources; Information Storage; Libraries; Program Descriptions; State Departments of Education; *Teachers
IDENTIFIERS- ERIC; Oklahoma; *Project SEEK; *State Capacity Buildi Program

The Oklahoma State Capacity Building Project, Project SEEK (Soon Exchange for Educational Knowledge) emphasized three approaches in working toward building a comprehensive dissemination system for Oklahoma's educators: (1) systematic information collection, storage, retrieval, and delivery to educators through state education agency information specialists, through assistance to regional education services centers staff, and through 400 local librarians; (2) assisting service centers in follow-up services, identifying information needs and producing new information; and (discovering information sources to assist educators in solving problems, filling needs, or building new programs. During the project, educational documents, publications, and periodicals were supplied to educators through centralized access to the ERIC database. A linkage network was established with state government agencies, universities and vocational and technical schools, the state library, and the Regional Educational Libraries and Center. This report lists the project staff, advisory boards, information packets contents, and the major achievements for each year of the project. It touches on major components and activities, dissemination, institutionalization, equity issues, overall impact on practice, client responsiveness, significant learnings, and collaborative relationships. Also included are 1982 annual report totals, a 5-year comparison, and a list of miscellaneous staff activities for 1982. (LMM)

ED 237 133 JC 830 507

Low Tuition Factbook: Eight Basic Facts about Tuition and Educational Opportunity.

American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

PUB DATE- Sep 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *College Attendance; College Students; Community Colleges; *Enrollment Influences; Financial Needs; Postsecondary Education; State Colleges; *Student Costs; *Tuition

Drawing data from both governmental and nongovernmental sources, this pamphlet makes the case that many people are now excluded from postsecondary education because of increasing tuition and other student charges at state and community colleges. Eight facts concerning tuition and college-going rates are documented: (1) the percentage of high school graduates going to college is generally lower in states with high tuition; (2) the percentage of veterans receiving benefits under the G.I. Bill who go to any college has generally been low in states with high tuition; (3) many students at public colleges have parents who can provide little or no financial assistance and must earn a substantial part of their college expenses; (4) most Americans, including the great majority of minority and working class students, are dependent on low-tuition public colleges for an education; (5) lowering tuition increases the number of students going on to college; (6) students from low-income families are more likely to go to college when tuition is reduced; (7) very few families have adequate funds to meet college costs; and (8) current federal and state student aid programs are not adequate to meet the needs of students from either lower-income or middle-income families. (Author/LAL)

ED 237 134 JC 830 509

ED 236 777 EA 016 163

Schmitt, Neal; And Others
Validity of Assessment Center Ratings for the Prediction of
Performance Ratings and School Climate of School Administrators.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Evaluation; Administrator Qualifications; *Administrators; *Administrator Selection; *Educational Environment; Elementary Secondary Education; *Evaluation; *Placement; Students; Teachers; Validity
IDENTIFIERS- *Assessment Centers

This study evaluates the assessment center approach applied in an educational setting to the selection of secondary and elementary school administrators. The performance criteria used included performance ratings by three different groups (supervisors, teachers, and support staff) and school climate ratings from three different groups (teachers, students, and support staff). The results show a significant relationship between the assessment center placement recommendations and the supervisor, teacher, and support staff ratings. The school climate ratings (by group) did not significantly correlate with the assessment center ratings. The author notes that the data in this study represent the first validation of the use of assessment center technology in the selection of school administrators and suggests that assessment centers should be useful selection devices in most educational settings. The report includes a list of references and six tables. (MD)

ED 236 824 EC 160 842

Abikoff, Howard
Academic Cognitive Training and Stimulants in Hyperactivity: A Pilot Study.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Aug 83
GRANT- NIMH-MH-30822
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Cognitive Development; Elementary Education; *Hyperactivity; *Metacognition; *Self Control; *Self Evaluation (Individuals); Stimulants

The pilot study evaluated a 10-week academic cognitive training program in 12 stimulant-treated hyperactive boys (6-11 years old). Training components included self monitoring and self reinforcement of problem solving behaviors, the exclusive use of academic tasks and materials, and correspondence training. Significant improvement was found in Wide Range Achievement Test reading scores and in reading comprehension on the Stanford Achievement Test. Ss performed significantly better than a no treatment control group on an academic skills test comprised of task instructions more varied than those on standardized achievement tests. Findings provide support for large-scale, controlled investigations of the efficacy of academic cognitive training as an adjunct to stimulants in underachieving and learning-disordered hyperactive children.

(Author/CL)

ED 236 857 EC 160 877

Careers in Special Education.

Utah State Univ., Salt Lake City. Intermountain Plains Regional Resource Center.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 82
AVAILABLE FROM- North Dakota Department of Public Instruction, Division of Special Education, State Capitol, Bismarck, ND 58505-0164.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Gifted; *Special Education Teachers; Talent; Teacher Certification; *Teacher Education; Teacher Recruitment

The booklet is intended to help recruit teachers and familiarize prospective teachers and related services personnel with opportunities for serving exceptional children in North Dakota. Teaching careers and professional preparation for students with five types of disabilities (specific learning disabilities; emotional disturbances; mental retardation; language, speech and hearing disorders; and severe sensory or physical impairments) are described. Additional information is provided for careers in administration, psychological and social work services, early childhood education for the handicapped, related therapy, and vocational special needs. The booklet concludes with a listing of teacher preparation programs at two state colleges and a brief discussion of teaching gifted and talented students. (CL)

ED 236 873 EC 160 894

Ginn, Mary E.; And Others
Guidelines for Case Selection and Prioritizing Pupils for Participation in Speech/Language Programs/Services.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Articulation Impairments; *Communication Disorders; Consultation Programs; Delivery Systems; Elementary Secondary Education; *Eligibility; Language Fluency; Language Handicaps; Mild Mental Retardation; Moderate Mental Retardation; Multiple Disabilities; Severe Mental Retardation; Speech Handicaps; *Speech Therapy; *Student Evaluation; Therapists; Voice Disorders
IDENTIFIERS- South Carolina

The monograph presents information designed to help speech/language pathologists in South Carolina improve the quality of services for children with communication disorders while still complying with mandates of P.L. 94-142, the Education for All Handicapped Children Act. A discussion is presented regarding a continuum of appropriate services, including consultation with parents, teachers, or pupils; indirect pupil involvement; weekly small group therapy sessions; and daily individual sessions. Guidelines are offered regarding determination of eligibility for services based on the South Carolina Severity Rating Scales, which identify priority needs in articulation, fluency, voice, and language. Worksheets and information are provided for each of the four areas, with names of suggested evaluation measures appended. The manual concludes with a listing of type of services and service eligibility requirements for educable mentally handicapped, trainable mentally handicapped, and profoundly mentally handicapped students. (CL)

ED 237 060 IR 010 884

Hunter, Beverly
My Students Use Computers: Learning Activities for Computer Literacy.
PUB DATE- 83
AVAILABLE FROM- Reston Publishing Company, 11480 Sunset Hills Raod, Reston, VA 22090 ($16.95 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; Computer Programs; *Curriculum Development; Elementary Education; *Information Sources; *Learning Activities; Programing
IDENTIFIERS- *Computer Uses in Education; LOGO Programing Language

This book was designed to help administrators, teachers, staff, parents, governing boards, teacher educators, and students to decide what children need to learn about computers and information handling; how these new objectives fit into the curriculum in mathematics, science, language arts, and social studies; how to use computers in classrooms; and what resources are needed and where to get them. Suggestions on how the book can assist each intended audience are followed by background information on why computer literacy is important. An overview discusses the scope and sequence of objectives for computer literacy in grades K-8, including purpose, definition, goals, and organization. Focus is on six strands of literacy: (1) using and developing procedures; (2) using computer programs; (3) fundamental concepts about computers; (4) computer applications; (5) impact of computers on society; and (6) writing computer programs. Four chapters then provide detailed descriptions of sample activities for grades K-8, including objectives, materials, time needed, classroom management, and teacher instructions. Some student handouts and transparencies are suggested. An appendix provides extensive reference lists of programs, publishers, and learning materials. (LMM)

ED 237 104 IR 050 525

Rafferty, Eve
Networking among Gerontological and Geriatric Resource Centers: Summary of a Survey.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attitudes; *Feasibility Studies; *Geriatrics; *Gerontology; *Information Networks; *Institutional Cooperation; Questionnaires; Resource Centers; Shared Services; *Special Libraries; Surveys

The desirability and format of a network among libraries and resource centers serving the gerontological/geriatric field were addressed in a research project funded by the Special Libraries Association. Heads of 50 gerontological and 50 geriatric libraries were surveyed by mail to determine if there was interest in a joint network, i.e., a formal cooperative venture among several libraries through the sharing of services and resources, and to find out what a network should and could offer its participants. Though gerontological and geriatric libraries were initially separated for data analysis, all results assumed a joint network. Results indicated that the majority of the respondents favored such a network and that their sponsoring organizations would support it. A majority would pay a membership fee and would prefer a designated network headquarters. Bibliographic projects were ranked as the most important network activity by 95% of the respondents, and a comparison of products and services available and those desired indicated that the most likely products and services to be available are interlibrary loan, publications, journal holding lists, clearinghouse functions, bibliographic computer searches, union catalogs, and SDI (selective dissemination of information). (LMM)

ED 236 762 EA 015 951

Ferguson, Wayne S.
Early Retirement Is Not the Cat's Meow. The Endpaper.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cost Effectiveness; Elementary Secondary Education; Opinion Papers; *Program Effectiveness; *Retirement; School Personnel; *Teacher Retirement
IDENTIFIERS- *Early Retirement; PF Project

Early retirement plans are perceived as being beneficial to school staff and financially advantageous to schools. Four out of the five assumptions on which these perceptions are based are incorrect. The one correct assumption is that early retirement will make affirmative action programs move ahead more rapidly. The incorrect assumptions are: (1) without an early retirement program, staff will work until age 65 or older; (2) replacing older teachers with younger ones will increase productivity; (3) less productive teachers are most likely to take early retirement; and (4) replacing a high-priced teacher with one who makes less will save schools money. The realities are that the average age of retirement without such a plan is often several years younger than 65, that most of the teachers taking early retirement seem to be the best and most productive employees, and that cost savings are realized only when the employee is not replaced and no stipend is given to the early retiree. (DC)

ED 236 794 EA 016 182

McGrath, Catherine H., Ed.
Education and Work.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Economic Factors; Educational Demand; *Educational Economics; Educational Supply; *Education Work Relationship; Higher Education; Human Capital; *Labor Economics; *Labor Market; Labor Needs; Labor Supply; *Labor Utilization; Productivity; Secondary Education; Technical Education; Technological Advancement; Vocational Education

The major issues surrounding the relationship between work and education now concentrate on the effects of education on productivity, on the effects of technology on the changing demand for education, and on the value of vocational education. In replacing the human capital theory of the value of education in the workplace, some recent theories hold that the major potential for education to increase productivity may be not in its job-specific training, but in its capacity to prepare persons to make decisions and to adapt to technological change. Although the common view holds that vocational students have better job market opportunities than others and that vocational schools reflect labor market demands, recent research contradicts both assumptions. Students in vocational programs, then, may be foregoing better preparation for the future work world. Like those about vocational education, two assumptions about the future of high technology education are also contradicted by available evidence: that the future will see fewer unskilled jobs and that the skill requirements of existing jobs will increase. Thus, a broad education is likely to be more, not less, important in a high technology future. (JW)

ED 236 809 EA 016 199

Newberg, Norman A.; Glatthorn, Allan A.
Instructional Leadership: Four Ethnographic Studies on Junior High School Principals. Executive Summary.
Pennsylvania Univ., Philadelphia.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0088
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Administrator Role; Discipline; Educational Environment; Ethnography; Instructional Improvement; Junior High Schools; *Leadership Styles; Minority Group Children; *Principals; *School Effectiveness; School Personnel; School Supervision; Teacher Attitudes; *Urban Schools

The methodology, results, and implications of a study of instructional leadership styles of principals of four unusually successful inner city schools are outlined in this general summary. The principals studied were selected with the help of expert opinion and student test scores. Data comprise ethnographic observations and interviews of the principals over 17 weeks; interviews with teachers, other administrators, and students; school observations; logging of principals' time use; school records; and faculty surveys. Results include the finding that principals in three schools focused attention on important instructional goals and used slogans as an attempt to rally support for those goals. In three schools principals created a more positive learning climate by establishing a general appearance of cleanliness and sense of order and discipline. In every school attention was given to the curriculum, and these efforts were successful when closely monitored and led by someone respected by teachers. Teacher supervision was ineffective in most cases. In none of the schools was the principal perceived as an instructional leader; rather, other staff members were influential, and principals devoted their attention to pupil discipline. The concluding discussion recommends that principals function as generalists providing teachers with vision, direction, and coordination while assigning leadership responsibilities to competent support staff. (MJL)

ED 236 923 FL 014 078

Bayuk, Milla
Cognitive Learning Styles in "Traditional" Audio-Lingual and Suggestopedic Language Instruction.
PUB DATE- 7 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Acceleration (Education); *Audiolingual Methods; Cognitive Measurement; *Cognitive Style; Grouping (Instructional Purposes); Learning Modalities; *Second Language Instruction; Sensory Experience; *Teaching Methods
IDENTIFIERS- *Suggestopedia

The need for cognitive style mapping and student grouping in order to enhance learning and retention in foreign language instruction is examined. The four components of classical audio-lingual language instruction, listening, speaking, reading, and writing, are discussed. Different learning modalities are considered, including visual, auditory, cultural, and inferential. Auditory visual style mapping is viewed as a useful teaching device in successful language learning based on audiovisual approaches. The principles underlying suggestive-accelerative learning, or suggestopedia, are enumerated. The characteristics of cognitive and intuitive learning are differentiated. An audiolingual approach which requires student grouping for better language acquisition and retention is contrasted with the suggestopedia approach. It is noted that the logistics involved in implementing suggestopedic programs in the West (they have generally been used in the Soviet Block countries) are difficult. Nonetheless, a great deal of educational and linguistic literature supports this new pedagogy. In addition, discoveries in such fields as brain research, parapsychology, musicology, hypnosis, and biochemistry provide encouragement for the implementation of suggestopedia. (RW)

ED 236 940 FL 014 097

Hoerner, Bourgi
English Pronunciation Lessons for the Spanish-Speaker.
California Association of Teachers of English to Speakers of Other Languages.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Consonants; Contrastive Linguistics; *English (Second Language); Higher Education; Lesson Plans; Phonology; *Pronunciation Instruction; Second Language Instruction; *Spanish Speaking; Suprasegmentals; Vowels

English pronunciation lessons and exercises for Spanish speakers are presented. The lessons are designed with the phonological characteristics of both the native and target languages in mind. The lessons cover consonants and consonant clusters, vowels and diphthongs, stress and pitch, and rapid speech phonology. A chart is provided which schematicizes a possible order in which to present the various aspects of American English to the Spanish speaking learner. The consonants and vowels are presented simultaneously in a phonologically workable order. Consonant clusters are introduced when each of the component parts has been mastered. Stress and pitch are presented from the beginning of the course, while rapid speech phonology is not introduced until halfway through the lessons. (RW)

ED 236 958 HE 016 304

Watkins, Beverly T.
Universities Moving to Raise Quality of Education Schools.
PUB DATE- 7 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information
Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Educational Improvement; Higher Education; Literature Reviews; *Preservice Teacher Education; Program Descriptions; *Schools of Education; *Teacher Education Programs; Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- PF Project

Many colleges and universities are trying to improve both the quality of their education school's curriculum and the caliber of the students they enroll. In the last five years, 85 percent of the schools have taken some action in this direction. Some examples are: (1) the University of South Carolina has eliminated undergraduate degrees in education and increased in-class and field experience requirements; (2) the University of Florida has developed a five-year program called "Proteach"; (3) the University of Southern Maine has begun a program designed to give people who want to change careers the opportunity to become teachers; (4) Jersey City State College has just completed an immersion program in which students spent five semesters in inner-city schools; (5) Towson State University has completed a program in which consultants are trained to conduct writing workshops for classroom teachers; and (6) the California State University system has tightened the entrance and exit requirements for its schools of education. (DC)

ED 237 016 HE 016 794

Brown, Theodore H.
Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).

PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); *Black Students; *College Environment; *College Freshmen; Emotional Response; Hearings; Learning Experience; Peer Acceptance; Postsecondary Education; *Social Adjustment; *Student Adjustment; Student Responsibility;

Student Teacher Relationship; Values
IDENTIFIERS- *Excellence; National Commission on Excellence in Education

The complex problems affecting the transition from secondary to postsecondary education are reviewed by an educator who works with black students from a small, Catholic high school. The following adjustments that students face in college are discussed: a change in the way a student is taught and learns, new levels of responsibility and accountability, new types of educational support systems, different values and a different social system. In the early semesters of college, the student may find it difficult to adjust to a variety of teaching and learning styles in college and to a different type of contact with teachers. Some students lack the maturity to meet daily responsibilities encountered in college, particularly in the absence of familiar support systems. Frequent problems are encountered in dealing with different values within the college community and adjusting socially. A black student at a predominantly white college may experience additional social adjustments. It is advocated that admissions offices recognize and respond to the student's emotional adjustment to college, and that high schools help prepare seniors for these adjustments. Ways that secondary and postsecondary schools may help promote the transition of students, and the special needs of minorities, are briefly addressed. (SW)

ED 237 046 HE 016 827

Prather, James E.
A Comparative Study of College Participation Rates.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Attendance; *College Choice; College Freshmen; Comparative Analysis; *Enrollment Influences; *Enrollment Projections; Females; Full Time Students; Geographic Location; Higher Education; Institutional Research; Males; Part Time Students; Population Trends; Prediction; Private Colleges; State Colleges; State Surveys

A reliable and valid technique for measuring college participation rates is proposed, based on national data. The objective is to determine if factors other than state demographic factors systematically influence college attendance by state. Multiple regression equations are used to predict enrollments by using demographic variables such as population by gender, race, and income. The difference between the expected enrollment and actual (residual) is mapped for the 50 states. Using Higher Education General Information Survey data, enrollments are evaluated for females, males, first-time freshmen, full- and part-time students, and for private and public institutions. Major findings are as follows: states with more students in public institutions than predicted tended to be states with lower than predicted enrollment in private institutions, and vice-versa; higher than predicted states in one category of enrollment tend to be higher in other categories except for public versus private, while lower states tend to be lower on other categories also; part-time enrollment is the most variable in actual enrollments and in residuals; states with lower enrollments than predicted tend to border states with higher than predicted enrollment; and the Plains states tend to be lower than predicted on several categories. (SW)

ED 237 075 IR 010 905

Meacham, E. D.

Distance Education: Selecting Textbooks and Writing Study Guides.

Riverina Coll. of Advanced Education, Wagga Wagga, New South Wales (Australia).

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Design Requirements; *Distance Education; *Evaluation Criteria; Individualized Instruction; *Instructional Design; *Readability; *Study Guides; Textbook Evaluation; Textbook Selection; Textbook Standards

Three main factors in textbook selection for distance education--readability, appropriateness, and availability--are examined in detail, and suggestions for adapting standardized texts to the needs of individual groups are provided. Twelve specific criteria are listed for determining the appropriateness of a text and textual factors influencing readability are discussed, including legibility of print, illustrations, vocabulary, conceptual difficulty, syntax, and organization. The use of readability formulae and general results of readability analyses of texts in English, mathematics, science, and social science are briefly described. Specific directions for administering readability analyses are not provided, but a readability checklist is included. Guidelines for producing study guides for textbooks cover arousal and motivation, cognitive structuring, goal definition, signposting, activation, feedback, transfer and retention, and evaluation and assessment. A cost-effective distance education package is outlined that would include a 10-page subject outline, text(s), tape(s) and correspondence. (LMM)

ED 237 119 JC 830 394

Gardner, Janet L.
Spoon River College Student Retention Project.
National Center for Higher Education Management Systems, Boulder, Colo.; Spoon River Coll., Canton, Ill.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- College Attendance; Community Colleges; Followup Studies; Questionnaires; *School Holding Power; School Statistics; *Student Attrition; Two Year Colleges; Withdrawal (Education)

As part of a student retention project conducted at Spoon River College (SRC), specific populations served by SRC were identified; strategies to increase retention of particular student populations were developed; students in need of assistance were identified; and a transfer graduate follow-up study and two cohort tracking studies involving all fall 1980 and 1981 first-time students were conducted. Five target populations were identified through data analysis (i.e., full-time day transfer, full-time day occupational, part-time day, part-time evening, and non-program students) and an action plan was developed for each group. Study data indicated that SRC does not have a major retention problem in traditional student populations, though differences in retention rates, especially in the occupational degree areas, were considerable. The bulk of the report consists of summaries of data related to the five target populations giving retention rates, important demographic characteristics, retention objectives/approaches, and types of retention recommendations needed; a statistical comparison of the characteristics and performance of fall 1980 and 1981 entering cohorts; early warning referral data; and a transfer follow-up summary and questionnaire. (HB)

ED 237 149   JC 830 536

Moore, Helen A.
Community Colleges and Higher Education. Nebraska Annual Social Indicators Survey, NASIS-82, #3.
Nebraska Univ., Lincoln. Dept. of Sociology.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Attendance; College Role; *Community Colleges; *Educational Attitudes; State Surveys; *Student Educational Objectives; Transfer Programs; Two Year Colleges; Vocational Education

Data related to community college education in Nebraska are presented in this report as drawn from the sixth Nebraska Annual Social Indicators Survey, an ongoing study of the quality of life in the state. Introductory material details study methodology, funding sources, and uses of the data. Next, background information is provided on community colleges in Nebraska and recent changes in the proportions of arts and science graduates from these institutions. The ensuing sections present study findings related to the extent to which Nebraskans use the community colleges for vocational, transfer, and recreational purposes and the degree to which they support each of these functions. These findings indicate that: (1) 192 of the 1,906 Nebraska residents surveyed had attended a community college during the preceding year; (2) of those, 48.9% had taken one course, 25.5% two or three courses, and 25.6% four or more courses; (3) 35.4% of those taking courses intended to complete an associate degree or certificate; (4) 61.5% of those taking courses used the colleges to obtain a vocational education; and (5) approximately 80% of all respondents considered vocational programs "very important" to maintain, while 70% and 34% viewed the transfer function and liberal arts programs respectively as "very important" to maintain. (HB)

ED 237 165 JC 830 815

Ehrmann, Stephen C.
Improving Education: The Paradox of Risk.
PUB DATE- 1 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Competitive Selection; Demonstration Programs; *Educational Improvement; *Educational Innovation; *Federal Aid; Grants; Guidelines; Opinion Papers; Postsecondary Education; Program Proposals; Success
IDENTIFIERS- PF Project

Projects supported by the Fund for the Improvement of Postsecondary Education (FIPSE) have a very high survival ratio after the grant has ended. The reason for this success seems to lie in the structure and principles of FIPSE. These principles (which can be adopted as guidelines in the creation of other innovation funds) include allowing maximum local freedom to frame a problem and design a solution, and maintaining high standards for assessing the significance and feasibility of proposals. This creates a rigorous competition in which only the very best of the many proposals received are funded. Most ideas and action plans are not very good, but a few are very good indeed. A competitive, open review process such as this is ideal for spotting the good ones. Several states have created their own improvement funds. For those wanting to obtain FIPSE guidelines, the address is provided. (DC)

ED 236 778 EA 016 164

Private-Sector Funding--Handle with Care!
National School Boards Association, Washington, DC. Educational Policies Service.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Board of Education Role; Boards of Education; *Educational Finance; Elementary Secondary Education; *Fund Raising; Long Range Planning; *Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; School Community Relationship
IDENTIFIERS- Public Education Fund PA

Financial partnerships are developing between local communities and schools based on the desire to improve public education by raising private sector funds to offset shrinking tax dollars. Those who develop education foundations for a school system must know the basics: defining the school system's role, determining what the fund can and cannot do, and ensuring that the school's goals and priorities are not undermined. Although there are no firm rules to follow, there is agreement that foundations should be separate entities from the school system and that the school board and administration should be involved. Once a foundation is established, it must operate according to bylaws, have a board of directors, and, if possible, a staff and office. The most critical aspect of a foundation, after raising funds, is the allocation of funds. This area should be addressed before the foundation is established, because it has the most potential for controversy. Mutual trust must be established between the foundation board and the school system. Educators should review their policy manual and administrative procedures to be sure they can support a mutually beneficial relationship with a local foundation. Each community must determine its own goals and establish the mechanisms for reaching them. A list of education foundation sources is provided. (MD)

Katz, David
Training Bilingual Parents as Career Educators for Handicapped Youth.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- CASE-R-03-83
PUB DATE- Aug 83
GRANT- G008102095
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Advocacy; *Career Education; *Disabilities; High Schools; *Limited English Speaking; *Parent Education; Parent Role; *Parent Workshops; Program Descriptions; Program Evaluation; Urban Areas; *Vocational Education

The report describes the achievements of a project designed to promote vocational and career development of bilingual handicapped students in inner city high schools through training their parents to be both career educators and advocates for improved services and opportunities. The program used co-trainers who were bilingual/bicultural to conduct parent workshops that involved descriptions of community organizations serving the handicapped, small group activities designed to promote parent competencies in career development, and a formal evaluation of the session. Recommendations from the project are centered on policy issues (including incentives for participation of co-trainers), program procedures (such as format of training co-trainers and selection of workshop sites), and variations of the project for other sites. The bulk of the document is composed of project evaluations, both internal and external, during the project's first 2 years. Internal evaluation included formative week-by-week feedback and summative pre-post data, while external evaluation relied on interviews with parents and co-trainers. Findings are shown to indicate project success in increasing parent knowledge and positive attitudes as well as fostering parent involvement in school vocational and career programing. Among appended materials are sample internal evaluation instruments. (CL)

ED 236 841 EC 160 859

Thurlow, Martha L.; And Others
Criteria for Identifying LD Students: Definitional Problems Exemplified.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- IRLD-RR-108
PUB DATE- Jan 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Criteria; *Definitions; Elementary Secondary Education; *Handicap Identification; *Learning Disabilities; *Student Characteristics; *Teacher Attitudes

A national sample of 118 teachers of learning disabled (LD) students described their school districts' criteria for identifying LD students and indicated their agreement or disagreement with the criteria. Four basic categories of definitions were reflected in the categories provided by the 118 teachers: ability-achievement discrepancy, achievement deficit, test scatter, and processing disorder. Reported criteria were characterized by variability, even within states, as were the teachers' stated agreement or disagreement with them. Findings suggested that the characteristics of students declared eligible for LD services are situation specific and do not reflect current knowledge, and that the criteria are vague and nonspecific. The need for alternative approaches to the identification of LD students was emphasized. (Author/CL)

ED 236 858 EC 160 878

Stodden, Robert A.
Career Vocational Programming for the Severely Handicapped Individual.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adults; *Prevocational Education; *Severe Disabilities; *Sheltered Workshops; Vocational Education; Young Adults

The paper reviews problems in the sheltered workshop concept and proposes a change of focus in the provision of occupational life preparatory services for individuals with severe disabilities. Among problems cited are a lack of efficient production and training technologies, a lack of trained community placement personnel, and a general lack of tasks or activities for work. In addition, the paper asserts that sheltered workshops have not placed enough emphasis on competitive employment nor have they expressed much interest in working with severely disabled persons. A transition approach is advocated which defines environmentally based programming on a cluster analysis of actual work roles. Such an approach produces outcomes in career development, (including awareness, exploration, and self assessment), prevocational areas (such as work habits and employability skills), and vocational areas (work skills and behavior). (CL)

ED 236 874 EC 160 895

Anderson, Ruth; And Others
Reflection-Impulsivity and Creativity in Deaf and Hearing Children.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Cognitive Processes; *Conceptual Tempo; *Creativity; *Deafness; Elementary Education

To examine the relationship between reflection-impulsivity and creativity in hearing impaired and unimpaired elementary children, 26 hearing impaired and 16 hearing children (8-13 years old) were administered the Matching Familiar Figures Test and the Torrance Tests of Creative Thinking. Correlation coefficients were calculated to examine the relationship between four reflection-impulsivity scores (total number of errors, average response latency, impulsivity, and efficiency) and four creativity dimensions (fluency, flexibility, elaboration, originality). For hearing children, as expected, more impulsive responding was generally associated with greater creativity. However, no significant relationships between creativity and impulsivity were found for the deaf Ss. Results suggested that these cognitive skills may develop in different patterns and rates for hearing impaired children. (CL)

ED 237 031 HE 016 809

Lundy, Eileen T.

Hearings on Language and Literacy. Testimony Before The National Commission on Excellence in Education (Houston, Texas, April 1982).

PUB DATE- Apr 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Basic Skills; *College English; *Criterion Referenced Tests; Educational Change; *English Instruction; English Teacher Education; Hearings; Higher Education; Language Teachers; Reading Instruction; *Remedial Instruction; *Writing (Composition); Writing Instruction; Writing Skills

IDENTIFIERS- *Excellence; National Commission on Excellence in Education; *Texas

Conditions of language and literacy are considered by a Texas educator and presented at a 1982 hearing held by the National Commission on Excellence in Education. It is noted that a 1979 policy at the University of Texas system established a freshman-level remedial English course for credit. At the University of Texas, San Antonio, this course is designed as a composition course with a maximum of 20 students per class. The University also offers critical reading and writing as one course. It is suggested that in the United States, lower-division English offerings are being revised to emphasize the following: composing rather than editing; writing for various audiences; teaching the process of inquiry rather than only the research paper form; teaching writing through the writing workshop rather than through the lecture hall approach; and helping students create through writing what they think. The Texas approach to criterion-referenced testing in writing is also described. The test includes a writing sample that is scored holistically and a section in which spelling and other language skills are assessed through objective tests. It is suggested that preservice and inservice programs should educate/reeducate elementary and secondary teachers to teach writing in conjunction with the other language arts. (SW)

Recommended Standards for Educational Library Media Programs in Illinois.
Illinois State Board of Education, Springfield.

PUB DATE- 83
AVAILABLE FROM- Educational Innovation and Support Section, Illinois State Board of Education, 100 North First Street, Springfield, IL 62777.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Audiovisual Aids; Elementary Secondary Education; Evaluation Criteria; *Instructional Materials; *Learning Resources Centers; Library Facilities; Library Materials; Library Personnel; Library Services; *Library Standards; Objectives; Program Development; *Program Evaluation; *School Libraries; Worksheets
IDENTIFIERS- *Illinois

Designed to help library media personnel analyze their local programs to identify strengths and weaknesses and then to progress toward specific goals, these recommended standards address all aspects of library media service within Illinois schools. Standards are included for three phases of development representing increasing growth and achievement. Quantitative measures of staff, facilities, and materials are included as well as qualitative aspects suggested under program and service. Recommended standards for district-level media services are followed by a discussion of special considerations for low-enrollment school districts. An assessment guide for evaluating the media library program is provided, with space included to state short-term and long-term goals in each area addressed by the standards. Appendices include a statement on instruction in the use of libraries, a statement on media programs by the Illinois Program for Evaluation, Supervision and Recognition of Schools; and a resolution adopted by the Illinois State Board of Education in support of a national library and information services network. (LMM)

Avila, Joaquin G.; And Others
Petition to Increase Minority Transfer from Community Colleges to State Four Year Schools.
Mexican American Legal Defense and Educational Fund, Inc., San Francisco, Calif.; Public Advocates, Inc., San Francisco, Calif.
PUB DATE- 13 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Articulation (Education); *College Transfer Students; Community Colleges; Educational Counseling; Higher Education; *Minority Groups; State Colleges; State Universities; Student Financial Aid; Transfer Programs; Two Year College Students
IDENTIFIERS- *California

This petition documents the low tranfer rates of minority students attending California's community colleges, offers reasons for the failure of the community college transfer function, and suggests remedies to improve the transfer rate. Following an introduction to the situation in section I, section II identifies the petitioners in the case (i.e., Mexican-American Legal Defense and Educational Fund, Public Advocates, Inc., and the Sacramento Urban League) and the respondents (i.e., the Board of Governors of the California Community Colleges (CCC), Board of Trustees of the California State University and Colleges (CSUC), and Regents of the University of California (UC). Section III provides facts and statistics about the concentration of minority students in California's two-year colleges and their low transfer rates. This section also discusses reasons for the failure of the transfer function, focusing on the lack of agreement regarding course transferability, lack of adequate counseling, inadequate financial assistance, inadequate student preparation, and the special needs of minority transfer students. In addition, section III indicates that California's three institutions of higher education have violated state law. Finally, section IV offers suggestions for improving the transfer function, focusing on the provision of adequate counseling and transfer information for students, improved articulation, greater uniformity in course numbering and content, and improved preparation and services. (AYC)

ED 236 748 CS 504 452

Redmond, Mark V.
Towards Resolution of the Confusion among the Concepts "Empathy," "Role-Taking," "Perspective Taking," and "Decentering."
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Communication Skills; Egocentrism; *Empathy; *Interpersonal Communication; Literature Reviews; *Perspective Taking; Research Methodology; *Social Cognition; Vocabulary
IDENTIFIERS- *Decentering (Psychological)

The variety of terms used to describe the process of self-other differentiation in communication--empathy, role taking, decentering, and perspective taking are but a few--tend to undermine efforts to establish a consistent framework for research in this area. A review of these terms suggests that decentering is the broadest of the concepts, encompassing both affective and cognitive dimensions. Although overlapping at points, empathy and role taking/perspective taking appear to be, respectively, affective and cognitive subsets of decentering. In addition to indicating that self-other differentiation is a multidimensional process, the literature suggests that the intensity of this differentiation is variable and the relationship between communication and self-other differentiation is not linear, for communication can occur without decentering. (MM)

ED 236 763 EA 015 952

Bravin, Jess
Bright Idea: Hard Courses Should Carry More Weight Than Easy Courses. The Endpaper.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Article (080)
DESCRIPTIONS- College Bound Students; Difficulty Level; Educational Innovation; *Elective Courses; Grade Point Average; *Grades (Scholastic); *Grading; High Schools; Opinion Papers; *Weighted Scores
IDENTIFIERS- PF Project; *Weighted Grading Systems

The traditional system of letter grades discourages college-bound students from taking difficult courses. Many colleges look closely at an applicant's grade point average (GPA). When a student's GPA is computed, a grade from an easy course carries as much weight as a grade from a difficult course. Since a student can achieve a higher grade with less effort in an easy course, there is a temptation to avoid more challenging classes which could adversely affect a student's GPA. Another drawback to traditional letter grades is their lack of accuracy in reflecting a student's performance. When only five grades are used, the range of performance within each grade is necessarily large. The alternative to this system is a weighted grading system using point values instead of letter grades. Under such a system, more points would be achievable in a difficult class than in an easy class. To implement such a change would not be easy, but it is worth a try. (DC)

ED 236 890 EC 165 111

Hartman, Rhona C., Comp.
Strategies for Advising Disabled Students for Postsecondary Education. Fact Sheet.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Accessibility (for Disabled); *Career Choice; Career Counseling; *Disabilities; Educational Opportunities; High Schools; Information Sources; Mainstreaming; Normalization (Handicapped); Postsecondary Education; *Rehabilitation Counseling; Rehabilitation Programs; Technical Education; *Vocational Rehabilitation
IDENTIFIERS- PF Project; Vocational Rehabilitation Act 1973

Designed to assist those who advise or counsel students at all levels of education, especially those who work with students in high school, community and junior colleges, vocational technical schools, four year colleges, universities, and graduate programs, the fact sheet presents strategies for helping people with disabilities take advantage of expanding opportunities in postsecondary education, career options, and life choices. Strategies include: (1) encouraging students to assess strengths and potentials, (2) providing non-restrictive career counseling, (3) encouraging students to base postsecondary decision-making on a variety of criteria, and (4) assuring access to the environment for counseling.

There follows a brief description of the Vocational Rehabilitation (VR) program--a nationwide program for assisting disabled people to enter the job market--and the Association on Handicapped Student Services in Postsecondary Education (AHSSPE)--a national organization of leaders in the field of providing services to disabled college students. A list of AHSSPE members and a brief annotated bibliography are also included. (LH)

ED 236 906 EC 165 133

Do You Know a Child with a Handicap? and Do You Know Someone with a Handicap? Conoce Usted a un Nino que Tiene Alguna Desventaja? and Conoce Usted Alguna Persona que Tenga Alguna Desventaja?

California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- 77
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Access to Education; *Community Involvement; *Disabilities; Elementary Secondary Education; *Handicap Identification; Pamphlets; *Special Education; State Programs
IDENTIFIERS- Advertisements; California; PF Project

Two advertisements and two brochures for the California Search and Serve program are presented in this excerpt from the California Search and Serve "Search Guidelines and Resource Manual." The materials are designed to promote community involvement in the identification of handicapped persons, from birth through age 21, so that they may be served by the California educational system. The brochures provide a description of the system, a definition of a child or person with a handicap, and a referral form. All materials are written in English and Spanish. (DC)

ED 236 924 FL 014 079

Sherwood, Bruce Arne
The Educational Value of Esperanto Study: An American View. Esperanto Documents, Number 31A.
Universal Esperanto Association, Rotterdam (Netherlands).
PUB DATE- 83
AVAILABLE FROM- Universal Esperanto Association, Nieuwe Binnenweg 176, 3015 BJ Rotterdam, Netherlands (Hfl. 3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cultural Awareness; *Educational Benefits; Language Role; Second Language Instruction
IDENTIFIERS- *Esperanto

The linguistic, communicative, and cultural value of teaching Esperanto is discussed. A major linguistic advantage is that Esperanto study provides an ideal introduction to the study of language. The European root stock provides an important resource for building vocabulary in English and in other European languages. Esperanto has a valuable and unusual literature, comprising both translations from national languages and original work. This provides a valuable tool to promote cultural awareness. There are increasing numbers of North American schools and colleges which offer Esperanto. In addition, a fairly wide selection of materials suitable for school and college Esperanto courses are available. (RW)

ED 236 941 FL 014 098

Van Bourg, Shirley L.
Introductory English as a Second Language for Nonliterate Southeast Asian Refugees.
California Association of Teachers of English to Speakers of Other Languages.
PUB DATE- 13 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Literacy; Adults; *English (Second Language); Illiteracy; Indochinese; Listening Skills; *Refugees; Second Language Instruction; Speech Skills; *Teaching Methods

In teaching introductory English as a second language to nonliterate adult refugees, the focus should initially be on oral skills. The literature on characteristics of recent Southeast Asian refugees and suggested curriculum strategies is reviewed in order to determine the appropriate curriculum and methods for this group. A curriculum for nonliterate refugees should separate speaking and listening skills from reading and writing skills. The naturalistic approach to language instruction should be combined with practice drills that cover a syllabus of important structures, patterns, and vocabulary. Introduction of oral and aural skills permits the student to develop verbal abilities unhindered by the slower development of literacy skills. (RW)

ED 236 959 HE 016 305

McCully, Barbie
On the Need for Separate Commuter Programs: San Diego State Looks at Its Students.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- College Students; *Commuter Colleges; *Commuting Students; Higher Education; *Program Effectiveness; Program Evaluation; Self Evaluation (Groups); Student Needs; *Student Personnel Services
IDENTIFIERS- PF Project; San Diego State University CA

A self-assessment of commuter student programs and services at San Diego State University (SDSU) indicated that the university was doing well in meeting the needs of this population. For many years, most of the students at SDSU have been commuter students. Services and programs that were developed were created with the commuter student in mind. Many of these services were well ahead of their time. Specific findings and recommendations from the evaluation include: (1) because commuter student needs are being adequately addressed within the existing system, there is no need for a separate commuter student program; (2) the Student Resource and Information Center should act as the coordinating unit for improving and implementing services; and (3) the Student Resource and Information Center should continue to act as the Statewide Clearinghouse for Commuter Student Information. (DC)

ED 236 975 HE 016 660

The Board's Role in Accreditation. A Report of the AGB Subcommittee on the Role of Trustees in Institutional and Specialized Accreditation.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

PUB DATE- 82

AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Accreditation (Institutions); Accrediting Agencies; *Board Administrator Relationship; *Governing Boards; Higher Education; Institutional Autonomy; Institutional Evaluation; Position Papers; *Program Evaluation; *Self Evaluation (Groups); *Trustees

The way that the participation of trustees in the processes of voluntary accreditation can help them in overseeing institutional autonomy and integrity is discussed, based on the work of a subcommittee of the Association of Governing Boards of Universities and Colleges. In addition, recommendations for board participation in institutional and specialized (programmatic) accreditation are offered. It is noted that accreditation is a means of accomplishing a major part of the central business of the boards for undertaking institutional planning and periodic evaluation. Attention is directed to the need for maintenance of high standards and the safeguarding of the integrity of self-regulation. Recommendations include the following: board members should be informed of the history, current practice, and strengths and weaknesses of their institutional accrediting associations; board members should

actively participate in institutional self-study; the board should be informed of the objectives and activities of the visiting team and should meet with the team; the board should review the team's final report and help implement approved recommendations; and board members should join administrators, faculty members, and representatives of the specialized agencies in the periodic review of specialized accreditation practices. (SW)

Follman, John
Development of a University of South Florida Student Rating Scale.
PUB DATE- 28 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Faculty; *College Students; Course Evaluation; *Evaluation Criteria; Factor Analysis; Higher Education; Measurement Techniques; *Rating Scales; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Effectiveness
IDENTIFIERS- *University of South Florida

The statistical results of administering a newly developed student rating scale of instructor effectiveness at the University of South Florida (USF) are analyzed, and the development and refinement of the scale are described. The scale was originally developed during the fall 1981 semester and was administered to 1,115 USF students. The scale contained five demographic items and 49 teacher/course rating scale items. Factor analysis reduced the 49 items to 10 interpreted factors. The scale was later refined to 34 instructor/course effectiveness items on a seven-category Likert rating scale. At the end of the spring semester, ratings on this scale were collected from 1,300 students of 14 instructors across four colleges. For this second statistical analysis, the student ratings were combined across instructors across colleges to provide a large sample and a university-wide perspective. Findings for each factor are discussed, and the following conclusions are made: the factor structures for the spring and fall semesters are consistent, and the ratings by USF students produced dimensions similar to those derived from students at other colleges. Four options for administrative and diagnostic uses of the scale are outlined. (SW)

ED 237 061 IR 010 885

Tolliver, J. Howard; And Others
Precision Teaching Project. Formative Evaluation.
District of Columbia Univ., Washington, D.C.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Behavioral Objectives; Emotional Disturbances; Formative Evaluation; Individualized Instruction; *Inservice Teacher Education; *Institutes (Training Programs); Mental Retardation; Postsecondary Education; *Precision Teaching; Program Descriptions; Program Evaluation; Questionnaires; *Special Education; *Special Education Teachers; Surveys
IDENTIFIERS- Personalized System of Instruction; *University of the District of Columbia

This evaluation report describes a project that used an innovative approach called precision teaching to train personnel who provide services to identified emotionally disturbed, mentally retarded, and cross-categorical children. Precision teaching is a data-based behavioral instructional program which encompasses pinpointing target behaviors, developing precise teaching interventions, charting rates of response, and evaluating changes. The major components of the training program were summer institutes with follow-up practicums and seminars during the school year. The intensive 4-week summer session offered the core content as if each trainee were a class of one, a process in which the trainee was taught how to learn by using an individualized instructional program. Features of this format included written study guides, mastery learning, self-pacing, the use of lectures or demonstrations and learning motivators, and the use of individual tutorials to provide one-to-one feedback on each unit of work. Practicums and seminars were conducted in both large and small groups. A discrepancy evaluation model was used to provide information for project modification or redesign. Issues generated by the report are outlined and three major recommendations are offered. Nine references and numerous project forms and questionnaires are

appended. (LMM)

ED 237 076   IR 010 906

Meacham, E. D.; Evans, D. E.
Distance Education: The Design of Study Materials. 2nd Edition.
Riverina Coll. of Advanced Education, Wagga Wagga, New South Wales (Australia).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Curriculum Development; *Design Requirements; *Distance Education; *Instructional Design; *Instructional Materials; *Models; Student Needs

Based on both practical experience and theoretical studies, this manual provides the foundation for the design of effective distance education teaching materials. An overview presents an outline model of major design considerations for correspondence materials that provides a context for design decisions, with categories chosen to assist in the development of instructional materials, and discusses both external structural and internal functional factors. External structural factors include relatively intractable factors which limit an academic author's course of action, while internal functional factors include those considerations that reside with the materials themselves and must be handled systematically. The dichotomy between the two types of factors is examined. Specific external factors are discussed in individual chapters on budget, course function, available modes, subject characteristics, subject location, lecturer characteristics, student characteristics, and professional assistance. Specific internal factors discussed are

ED 236 795 EA 016 183

Peters, Susan J.
Recurrent Education: Investing in a Lifetime of Working and Learning.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
PUB DATE- 83
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, CERAS Building, Stanford University, Stanford, CA 94305-1691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; *Continuing Education; *Educational Finance; *Financial Policy; Financial Support; Grants; *Lifelong Learning; Postsecondary Education; Private Financial Support; *Professional Continuing Education; Public Support

This summary of information on recurrent education examines three financing models, educational leave of absence, and two policy implications. The financing models analyzed are individual drawing rights, funding through intermediate enterprises, and individual entitlements for recurrent education. To determine the most effective approach to financing, the author examines each in terms of equity, responsiveness, flexibility, and efficiency. Western European educational leave of absence policies that might be integrated into a financing model are also examined. Two policy implications are discussed: that the need for recurrent education is hindered by present state and federal fiscal austerity measures and that states and the federal government must coordinate their effortrs in formulating recurrent education policies. A list of papers on recurrent education is provided. (PB)

Greenleaf, Robert K.
Seminary as Servant. Essays on Trusteeship (Revised).
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 83
AVAILABLE FROM- Windy Row Press, 43 Grove Street, Peterborough, NH 03458 (10-24 copies, $1.50 each; 25-99 copies, $1.20 each; over 100 copies, $1.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Church Related Colleges; Church Role; College Role; Ethics; Higher Education; Leadership Qualities; *Leadership Responsibility; *Religious Factors; *Social Responsibility; *Theological Education; *Trustees; Values

The influence that trustees of seminaries and foundations can exert is discussed in three essays: "The Seminary as an Institution," "Mission in a Seminary," and "Critical Thought in the Seminary and the Trustee Chairperson's Role." The objective of the essays is to encourage a few seminary trustees to use their influence to bring one seminary to the position of greatness as "servant," both as a seminary and as a model of institutional quality that will be a positive influence in the culture. Trustees have the opportunity by questioning and persuasive leadership to encourage the seminary to: evolve an adequate theology of institutions, define in contemporary terms whom and what purpose the seminary can best serve, determine the best curriculum and method, give effective support to churches, and become a significant source of prophetic vision. Questions that might serve as a basis for discussing institutional mission include: Does the seminary see itself as a model for other institutions? Is critical thought a high priority in the seminary? Does the seminary experience develop spirit? Does the mission have power? Critical thinking is important for the seminary as an institution and for theology itself. The future of churches will be determined by the ideas, critical thought, that seminaries produce now and persuade churches to consider. (SW)

ED 237 017 HE 016 795

O'Connell, Charles D.
Testimony to the National Commission on Excellence in Education. (Public Hearing, Chicago, Illinois, June 23, 1982).
PUB DATE- 23 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; *College Role; *Educational Objectives; *Educational Quality; *Education Work Relationship; *Government School Relationship; Hearings; Higher Education; Publi Policy; Trend Analysis
IDENTIFIERS- *Excellence; Institutional Mission; National Commissio on Excellence in Education

Developments in higher education over the past decade that threate excellence in education are discussed by a dean of students at the University of Chicago. There has been a tendency to view the chief purpose of all higher education institutions as preparing students for jobs, or for community service, or for some particular societal need. However, there is still an obligation of some colleges to require intellectual mastery from students, independent of social purpose or job skills. The increasing tendency of the state and federal governments not to distinguish among colleges and universities, or between higher and postsecondary education, makes it difficult for the institution that has particular strengths or missions. Claims to special quality are viewed as self-serving and elitist. Examples of such pressures include: attacks on admission testing; the large decline in federal aid to graduate students, based on the argument that the nation has a oversupply of Ph.D.s; and the practice of substituting pass/fail, or no grades, for traditional measures of achievement. In U.S. society there is a preoccupation with quantity rather than quality and innovation rather than progress. It is concluded that if a school does not set its own goals and standards, it will dissipate itself by trying to respond to every issue. (SW)

ED 237 047 HE 016 828

Walker-Bartnick, Leslie; And Others
An Actuarial Model for Selecting Participants for a Special Medical Education Program.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Admission Criteria; Aptitude Tests; Clinical Teaching (Health Professions); *Foreign Medical Graduates; Graduate Medical Education; Higher Education; *Medical Education; Models; Predictor Variables; *Student Evaluation
IDENTIFIERS- *University of Maryland School of Medicine

An actuarial model applied to the selection process of a special medical school program at the University of Maryland School of Medicine was tested. The 77 students in the study sample were admitted to the university's Fifth Pathway Program, which is designed for U.S. citizens who completed their medical school training, except for internship and social service years, at a foreign medical school. This program involves a year of supervised clinical training in university affiliate hospitals to prepare students to enter a residency training program. Application data were subjected to multiple regression analysis using post-program clinical performance ratings and test scores as the criterion variables. Preliminary formulae for selection have been developed and several application variables have been combined to predict future performance. The variables of most interest are the Medical College Admission Test scores, which have been shown in previous studies to predict basic science but not clinical performance in medical school. Implications for further research, including a cross-validation study, are discussed. (Author/SW)

ED 237 091 IR 050 509

Eldridge, Leslie, Comp.

Speaking Out. Personal and Professional Views on Library Service for Blind and Physically Handicapped Individuals.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

REPORT NO.- ISBN-0-8444-0414-4
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Attitudes; College Students; Interviews; Librarians; *Library Education; *Library Services; Opinions; *Physical Disabilities; Public Libraries; State Libraries; *Talking Books; *Visual Impairments
IDENTIFIERS- *National Library Service for the Blind

In this collection of interviews, the outgrowth of a symposium held in San Francisco, California, in July, 1981, librarians, students, and users of library services for blind and physically handicapped individuals express their thoughts and feelings about their experiences and about the attitudes they have encountered. Handicapped library users were selected on the basis of their frequent use of the subregional library in San Francisco, their particular life situations, and their willingness to participate in a taped interview in their homes. All of the patrons interviewed are visually impaired. Individual interviews with 15 members of this group and interviews with a group of high school students and a group of retirement home residents make up the first section of this

ED 237 120 JC 830 432

Carter, Edith H., Ed.
Community College Journal for Research and Planning, Volume 3, Number 1.
American Association of Community and Junior Colleges, Washington, D.C. National Council for Research and Planning.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Probation; *Community Colleges; Enrollment Influences; Enrollment Trends; Institutional Characteristics; *Institutional Research; Student Attrition; Two Year Colleges; *Two Year College Students

Designed as a forum for the exchange of ideas among research and planning professionals, this journal presents articles and reviews books on topics of concern to community colleges. First, E. Timothy Lightfield examines 10 socioeconomic trends and offers suggestions to enable colleges to thrive in the face of these changes in his essay, "Megaparameters for Colleges." Next, "The Paradox of the Open Door: Student Turnaway in the Community College," by Barbara Zitzewitz and Richard Alfred, presents a 1982 study of students who considered community college enrollment but did not enroll. Nancy Woods' article, "Tips for an Institutional Fact Book," provides a rationale for compiling and publishing a college fact book and offers tips on content, format, and uses. "A System for Identifying Potential Probation and Suspension Students," by R. Eugene Byrd and Dale E. Hardgrove, looks at the effects of the implementation of new probation and suspension policies at Amarillo College (Texas) on various student groups. In "AACJC (American Association of Community and Junior Colleges) Report: Community, Technical, and Junior College Enrollments," Sharon Griffith provides fall 1981 and 1982 data on credit and non-credit enrollments and faculty, professional staff, and administrator numbers. Jim Palmer provides annotated citations to ERIC documents in "An ERIC Report: Reducing Attrition Rates," and reviews are provided of "Ethnographic Research: Theory and Application for Schools and Societies," by Marion Dobbert, "Megatrends: Ten New Directions Transforming Our Lives," by John Naisbitt, and "Five from Ohio State," a review of five publications of the National Center for Research in Vocational Education.

ED 237 150 JC 830 537

Hardee, Vercie M.; Worthington, Roger G.
Curriculum Models and Competencies. Associate Degree Nursing and Nursing Education Options: Associate Degree with Practical Nursing.
North Carolina State Dept. of Community Colleges, Raleigh. Occupational Program Services.

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Standards; *Associate Degrees; College Curriculum; Community Colleges; *Competency Based Education; Employment Opportunities; *Job Analysis; Models; *Nursing Education; State Curriculum Guides; *State Standards; Task Analysis; Two Year Colleges
IDENTIFIERS- *North Carolina

Four associate degree nursing curriculums are presented, along with competencies, program guidelines, and job opportunities identified as those appropriate for the associate degree nursing programs offered in the North Carolina community college system. Chapter I introduces North Carolina's curriculum development project and the phases in which tasks, competencies, criterion measures, and instructional content were developed. Chapter II discusses the legal scope of nursing practice and job opportunities, focusing on the North Carolina Nursing Practice Act of 1981 and assumptions regarding associate degree nursing practice, and providing a dictionary of occupational titles for nurses. Chapter III delineates 168 tasks categorized as role-related competencies and the skills essential to patient care, and identifies the skills, knowledge, and attitudes ncecessary for the completion of these tasks. Chapter IV establishes nursing curriculum standards. Chapter V presents four associate degree nursing curriculum models; i.e., programs offered by Western Piedmont Community College (CC), Vance-Granville CC, Guilford Technical CC, and Randolph Technical College. Each program is described in terms of curriculum standard, curriculum by quarters, course descriptions, and the curriculum model. Finally, guidelines for admission, progression, and graduation are presented. Appendices include an outline of the competency-based curriculum development project, equipment lists, and performance evaluation sheets. (LAL)

ED 237 166 JC 830 816

Keeton, Morris
Is Experience the Best Teacher?
PUB DATE- 8 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Definitions; *Experiential Learning; Learning Theories; Literature Reviews; Teaching Methods
IDENTIFIERS- PF Project

The best learning results from experiential learning, the interplay between theory and experience. In experiential learning, the student is in direct touch with the realities being studied. It involves not merely undergoing the experience, but also doing something with the phenomenon. Theories of experiential learning include: (1) learning how to do a task or play a role; (2) reformulating knowledge already learned; and (3) developing affective and cognitive insights. The challenge in experiential education is to find ways to combine the theoretical and experiential components of learning programs. (DC)

ED 236 779 EA 016 165

McCarthy, Joseph M.

Practicum in School Administration Handbook: School Principal Program and Supervisor/Director Program.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Elementary Secondary Education; *Leadership Training; *Practicums; Principals; School Administration; School Supervision; *Supervisory Training

This collection of instructions and forms was developed at the Department of Education of Suffolk University (Massachusetts) to assist students, cooperating school administrators, and university supervisors in planning, executing, and evaluating practicums in educational administration. The packet includes a description of the regulations governing a practicum in administration and the necessary elements to be included in proposals for practicums. The specific competencies required by the Massachusetts Board of Education for administrator certification are shown as they apply to the university's supervisor-director training program and the school principal training program. The guidelines for cooperating administrators in practicums are emphasized, including the role of the cooperating administrators and the competencies expected of the trainee. Evaluation forms for practicums in both programs are designed for a trainee's self-evaluation and for the student's evaluation by the university supervisor and the cooperating administrator. The author invites suggestions and emendations from readers. (JW)

ED 236 810 EA 016 200

Boyd, William Lowe
School Governance in an Era of Retrenchment. Final Report .
Pennsylvania State Univ., University Park. Div. of Education Policy Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-78-0086
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Board of Education Policy; Budgeting; Case Studies; Comparative Analysis; Decision Making; *Declining Enrollment; Educational Administration; Educational Finance; Educational Planning; Elementary Secondary Education; Enrollment Trends; Financial Problems; *Governance; Longitudinal Studies; *Policy Formation; Problem Solving; *Retrenchment; *School Community Relationship; School District Size; School District Spending; Tables (Data)

A longitudinal, comparative case study examines the impact of enrollment decline on and the response to it by 15 suburban school districts in 2 metropolitan areas. Data were collected during 1978-81 through interviews, observation of public meetings, documentary and statistical sources, and case histories developed for each district from 1964-81. The central issues examined in this report are: the impact upon public school governance of the changeover from growth and relative affluence to declining enrollments and tight budgets; the effect of such changes on policymaking and conflict management in declining school districts; the characteristics of such districts in such key factors as socioeconomic status, fiscal circumstances and conflict propensity; and the perceived consequences of decline for educational programs, educational service delivery, students and teachers. The study suggests that the rational planning approach provides more successful retrenchment decisions than those produced by more political or ad hoc approaches. Six tables include selected data on enrollments and community socioeconomic status, enrollment decline and fiscal strain, and changes in size, occupation, income, and education of population. Five appendixes summarize the original study, present interviews and fieldwork, examine measurements and causes of fiscal strain, outline problems and limitations of citizens' advisory committees, and list publications emanating from the project. (PB)

ED 236 842 EC 160 860

Sevcik, Bonita; And Others
Communication of IEP Goals and Student Progress among Parents, Regular Classroom Teachers, and Administrators Using Systematic Formative Evaluation.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

REPORT NO.- IRLD-RR-114
PUB DATE- Apr 83
CONTRACT- 300-80-0622
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; *Disabilities; Elementary Education; *Formative Evaluation; Individualized Education Programs; Parent Attitudes; *Remedial Reading; *Resource Room Programs; *Student Educational Objectives; Teacher Attitudes

Reactions of 12 parents, 25 teachers, and 11 administrators to various aspects of students' reading programs and progress in elementary school resource rooms throughout the year were investigated. Survey data were collected on participation, satisfaction, and clarity as part of a study that examined the effects of resource room teachers' use of a formative evaluation system on student achievement in reading. Teachers of experimental group students first wrote curriculum-based individualized education program (IEP) goals and objectives in reading. Then teachers developed curriculum-based measurement systems to match specific goals and objectives. Measurement data were used to modify instructional programs. Results indicated that participation in and clarity of the students' programs and progress were lacking, with evidence of a difference in special education/regular education communication between two districts. (Author/CL)

ED 236 859 EC 160 879

Enell, Nancy C.
How to Streamline Your IEP: A Special Education Handbook on Computer-Assisted Individualized Education Programs.
San Juan Unified School District, Carmichael, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Jul 83
GRANT- 34-3651-67447-01-82
AVAILABLE FROM- Jan Juan Unified School District, Attention: Dr. Nancy C. Enell, Research and Evaluation Department, P.O. Box 477, Carmichael, CA 95608. ($2.00).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Computer Managed Instruction; Computer Programs; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Microcomputers; Recordkeeping

Intended for special education directors responsible for managing preparation of individualized education programs (IEPs), the booklet suggests ways to streamline the IEP process by using computers. An initial chapter suggests ways to reduce the IEP paperwork, such as preselecting goal areas and proposed objectives in advance of the IEP meeting. Advantages and disadvantages of using a computer are cited. The second chapter defines a computer system and outlines preparations for installing one. Chapter 3 focuses on selection criteria for computer programs, discusses cost factors, and suggests possibilities for modifying existing programs as well as developing new ones. Among equipment considerations noted in chapter 4 are lack of money, existence of a computerized management information system, and compatibility with other hardware. Operational suggestions in chapter 5 address issues of confidentiality and management reports. The final chapter presents questions to consider in streamlining the process. (CL)

ED 236 875 EC 160 896

Treiman, Rebecca; Hirsh-Pasek, Kathryn
The Role of Phonological Recoding for Deaf Readers.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS-'*Deafness; Learning Processes; *Memory; Morphology

(Languages); *Phonology; Reading; *Reading Processes; *Sign
Language; *Silent Reading

This report, presented at the symposium "Deaf Readers: Clues to the Role of Sound in Reading," addresses the nature of phonological recoding--use of the inner voice in silent reading--for deaf readers. Studies are reported on the forms in which deaf readers recode the printed text. Findings noted include that deaf readers--specifically, second generation deaf readers whose native language was American Sign Language--did not recode phonologically but rather in sign, which was not judged to be the optimal strategy. A second topic of study, the purpose of recoding, is described in terms of the role of memory demands; conflicting results are noted. A final area of recoding research discussed is the use of morphological and phonological constraints in reading. Conclusions suggest that an important purpose of recoding is to allow the use of one's primary language with its inherent advantages of memory and comprehension. (CL)

ED 237 032 HE 016 810

Brown, Larry

Testimony Before The National Commission on Excellence in Education. (Public Hearing, Denver, Colorado, September 16, 1982).

PUB DATE- 16 Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Achievement Need; Basic Skills; *Dropout Programs; *Economically Disadvantaged; Employment Potential; *Employment Programs; Hearings; Job Placement; *Labor Force Development; Morale; Productivity; *Remedial Instruction; Secondary Education; Vocational Adjustment; *Work Attitudes
IDENTIFIERS- *Excellence; National Commission or Excellence in Education

The employability of secondary-level youth is considered by a youth employment company official in testimony to the National Commission on Excellence in Education. Attention is directed to ways in which young people, and particularly the economically disadvantaged, can acquire the necessary reading, writing, and math skills for on-the-job success. Educating youth in life skills, work habits, and positive attitudes for productive employment is also addressed. The work of 70001 Ltd, a youth employment company that helps high school dropouts overcome educational and employment barriers, is described, and the following conclusions based on the company's experiences are offered: young people learn better if they understand why the material is important to them; people of all ages will perform in accordance to expectations set for them; people will perform best when they feel they are making a contribution; although jobs require increasingly sophisticated skills, employers are willing to train people who demonstrate good work habits and attitudes; the concept of public/private partnership is a working reality; and the federal government has an important role to play in efforts to link education to higher productivity. (SW)

ED 236 764 EA 015 953

Marriott, J. W., Jr.
The Marriott Secret: Put Your Staff First. The Endpaper.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Business Administration; *Employee Attitudes; *Employer Employee Relationship; *Job Satisfaction; *Job Training; Opinion Papers; Organizational Climate; Service Occupations; *Success
IDENTIFIERS- Marriott Corporation; PF Project

The key to the success of the Marriott Corporation is its emphasis on employee satisfaction and training. Because it is a service industry, the Marriott Corporation relies on the quality of the contact between its employees and its customers. Education is also a service industry in which this contact is vitally important. Some ingredients of Marriott's employee-centered approach which might be adaptable to education are: (1) having a well-defined product and a detailed employee training program; (2) allowing opportunities for employee growth and advancement; (3) having managers who understand their employees and who learn the jobs that their employees do; and (4) encouraging effective employee-management communication. The principles of planning, sound management, hard work, fair treatment, and training can create success in any business, including education. (DC)

ED 236 942 FL 014 099

Lantolf, James P.
Silent Way in the University Setting.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Higher Education; *Second Language Instruction; Spanish; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Silent Way (Gattegno)

The use of the Silent Way method of second language instruction in beginning and intermediate Spanish classes at the college level is described. The approach encourages student self-responsibility for learning the target language according to learning strategies selected by the student. Although the method was used during three semesters, the students underwent the greatest metamorphosis in their abilities to independently interact in Spanish during the first semester. Student's initial reactions to the courses, pronunciation, evaluation of student progress, the link between input and acquisition, teacher silence and the cultivation of communicative confidence, the effect of the Silent Way approach on student anxiety levels, and student performance on a cloze test are discussed. Sample student compositions and an editing task are appended. (RW)

ED 237 167 JC 830 817

Short, Ronald
Educating for Adaptive Skills.
PUB DATE- 11 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adjustment (to Environment); Check Lists; Opinion Papers; *Personality Traits; Postsecondary Education; Program Development; *Skill Development; Student Teacher Relationship
IDENTIFIERS- Adaptive Skills Checklist; PF Project

Adaptive skills are the perceptual, emotional, and behavioral tendencies that are learned at a young age. They can be a major block to competence by affecting one's functioning at the two higher skill levels of functional and work content skills. Because students and faculty relate to each other as members of a family, they can help each other learn about their adaptive skills. Some areas in educational programs for which this holds implications are: (1) the community of learners; (2) experiential learning; (3) program feedback; (4) faculty composition; (5) faculty/student ratio; (6) self-assessment; and (7) individual therapy. An instrument for assessing adaptive skills, the Adaptive Skills Checklist, has been developed. An address is provided for further information or a copy of the instrument. (DC)

ED 236 907 EC 165 134

Suggested Local Organization Talk.

California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Access to Education; *Community Involvement; Disabilities; Elementary Secondary Education; *Handicap Identification; Models; *Special Education; Speeches; State Programs
IDENTIFIERS- California; PF Project

This talk has been prepared as a model for presenters when seeking the support and involvement of organizations and volunteers for the California Search and Serve program. The paper has been designed to permit easy additions and changes for localization and for meeting the specific requirements of the audience. In its present form, the talk is about 11 minutes long. Briefly covered are background on special education services and legislation, the problem of handicapped children who have not been located and therefore are not being served (it is to combat this problem that the Search and Serve program was established), the Search and Serve reporting process, parent involvement in their child's special education, and confidentiality. (DC)

Community Colleges.
PUB DATE- Mar 83
AVAILABLE FROM- Seattle Community College District, 400 Elliott Ave. W., Seattle, WA 98119 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *College Faculty; Community Colleges; *Preretirement Education; *Teacher Employment Benefits; *Teacher Retirement; Two Year Colleges

Designed for faculty and exempt administrators at Washington's community colleges, this handbook explains available retirement plans, deductions, and options. First, a glossary of terms and an index to sections of the handbook dealing with the concepts are provided. The bulk of the handbook uses a question/answer format to present information on topics including: different types of retirement plans, e.g., Teachers Insurance and Annuity Association (TIAA), College Retirement Equities Fund (CREF), Washington Public Employees Retirement System (WPERS), and Washington State Teachers Retirement System (WSTRS); taxation of retirement funds; contributions to retirement funds and benefits received; employer contributions; tax deferrals and deductions; supplemental retirement annuities (SRA's) and Individual Retirement Accounts (IRA's); disability provisions in retirement plans; early retirement provisions; transferrance of retirement funds to another system or institution; the effects of early death or job termination; the costs of administering retirement funds; the assistance available from TIAA/CREF and WSTRS; post-retirement insurance; and sources of additional information on retirement and financial planning. An appendix presents an example of an early retirement agreement. (HB)

DOCUMENT RESUME

ED 237 168 JC 830 818

Moretz, H. Lynn
Quality Circles: Involvement, Problem-Solving, and Recognition.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Faculty; Communication (Thought Transfer); Community Colleges; Educational Innovation; Interpersonal Relationship; *Participative Decision Making; *Problem Solving; Program Descriptions; Program Effectiveness; Two Year Colleges
IDENTIFIERS- PF Project; *Quality Circles

The media production department of Central Piedmont Community College (CPCC) began quality circle meetings in January 1981 after studying the process of quality circles and obtaining the understanding and support of the college administration. A quality circle is a small group of people doing similar work who voluntarily meet on a regular basis to set goals, identify and analyze problems, find solutions, and cooperate with management to implement those solutions. Projects undertaken at CPCC have focused on improving services to students. CPCC has found that implementation problems in educational institutions are not vastly different from those in industry. However, there have been several specific problem areas in the CPCC quality circle experience: (1) skepticism about quality circle applicability; (2) existing meetings; (3) highly educated members; (4) end-of-term slowdown; (5) lack of budget flexibility; (6) definition of productivity in education and the control of the variables; and (7) a feeling of hopelessness to effect change. Though not a panacea, the quality circle process can be a positive, rewarding component of sound educational management. (EM)

ED 237 185 PS 013 185

Bruera, Ricardo

The Development of Personality in Formal Education = El Desarrollo de la Personalidad en la Educacion Formal = Le Developpement de la Personnalite dans L'education Formelle.

Instituto Rosario de Investigacion esen Ciencias de la Educacion, Rosario (Argentina).

PUB DATE- Sep 82

LANGUAGE- English; Spanish; French

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- *Educational Principles; *Educational Theories; *Educational Trends; Epistemology; *Futures (of Society); *Instruction; Intelligence; Learning; Personal Autonomy; *Traditional Schools

IDENTIFIERS- *Mathetics

From a spiritualistic point of view, this discussion offers a vision of education for the 1980s focusing on the restoration of formal teaching and the revaluation of the school. Emphasis is given to exploration of relationships between personal autonomy, intelligence, teaching, learning, and an epistemologically based curriculum. It is argued that views suggesting the uselessness of formal instruction and the death of the school are being overthrown in current educational thought. In particular, it is asserted that all over the world the restoration of formal teaching in the humble and traditional school can be seen. Concluding remarks focus on the mathetic process and mathetics, a special science of scientific teaching centered on the operational processes of the pupil and dealing in particular with the principal aspects of conceptualization and cognitive organization. Didactics, defined as the strict scientific core of pedagogy, are thought of as

ED 237 200 PS 013 935

McAllister, Joseph R., Jr.; And Others

Behavioral Correlates of Sociometric Status in Preschool Children.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Patterns; Incidence; *Peer Relationship; *Play; *Preschool Children; Preschool Education; Research Methodology; *Sociometric Techniques; *Verbal Communication
IDENTIFIERS- *Sociometric Status

Relationships between measures of sociometric status (SMS) and the behavior of preschool children were investigated. SMS was assessed through use of a comprehensive ranking technique that obtained data on each child from every other child in the sample. Measures of SMS included number of first nominations received (as "best friend"), number of last nominations received, and mean ranking. For each child, an SMS measure was calculated with data from the entire sample and from the child's immediate peer group. Children's type of play, verbal interactions, and involvement in behavioral events were observed and recorded. Participating were 13 boys and 13 girls between the ages of 38 and 64 months attending a university laboratory school. Results of correlational analyses indicated that SMS was associated with percentage of free time spent in interactive play, frequency of speaking to adults and other children, and quantity of interactions with other children. A high rate of one-to-one interactions between children and adults was inversely related to SMS. Rankings based on the entire sample were more sensitive than those based on the immediate peer group. Number of first nominations was the best predictor of type of play behavior; last nominations and mean ranking were better predictors of quantity of verbal interactions with peers and adults. The frequencies of a variety of positive and negative interactions were positively correlated with SMS. (Author/RH)

Entwisle, Doris R.; And Others
Schooling of Young Children: Cognitive and Affective Outcomes. Final Report.
Johns Hopkins Univ., Baltimore, Md.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Dec 78
GRANT- NIE-G-74-0029
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Arithmetic; Black Students; Cognitive Measurement; Comparative Analysis; *Expectation; Grade 1; Grade 2; Grade 3; *Grading; Humanistic Education; Learning Processes; Longitudinal Studies; Low Income Groups; Middle Class; *Outcomes of Education; Primary Education; Reading Achievement; *School Effectiveness; School Policy; Self Concept; Social Science Research; Sociology; *Student Behavior; White Students

In an effort to understand the schooling process, a longitudinal study was conducted of children enrolled in three elementary schools. Children entering first grade in a middle class white school, an integrated lower class school, and an all-black lower class school were followed to the end of third grade. This final report of the study presents eight chapters. Chapter 1 raises basic questions about schooling, including considerations of policy and research strategy. Chapters 2 and 3 review psychological and sociological research bearing on schooling. In chapter 4, an heuristic model of the schooling process, incorporating psychological and sociological variables, is offered. This model is elaborated in chapter 5, and the sets of models designed for each of the three schools are described. (Specifically discussed are six cyclic models reflecting the schooling process and the rationale for model constituents and structure.) Parameter estimation, and discussion of the estimates, is the topic of chapter 6. Models described in this chapter focus on the process of schooling in order to clarify two cognitive outcomes (teachers' marks in reading and arithmetic) and four affective outcomes (teachers' marks in conduct and childrens' expectations in reading, arithmetic, and conduct). Chapter 7 comments on the significance of these outcomes, and

chapter 8 presents an overview of the study. It is suggested that the models account for both cognitive and affective outcomes in all three schools. In addition, it is asserted that somewhat different processes lead to achievement and to affective development in each educational setting. (BJD)

ED 237 228 PS 013 981

Coppola, Donald M.
Phenomenological Research with Children: Guidelines to Follow and Implications for the Practitioner.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Development; *Educational Psychology; Guidelines; *Holistic Approach; *Research Methodology; *Research Needs
IDENTIFIERS- Explanations; *Phenomenological Research; Theory Development

Need exists in the area of child psychology for improved understanding of the world of children. While the developmental theories of Jean Piaget and Margaret Mahler contain truth, they should not yet be taken as explanatory. Explanatory theory should be based on the rigorous and naturalistic exploration of lived experiences as well as on tests of narrowly defined hypotheses. Pretheoretic in nature, phenomenological research can facilitate the expansion and development of more adequate theory building. Since the thing studied determines method in phenomenological research, it is desirable that basic tenets of the phenomenological approach be known, particularly as they apply to understanding the child's world. Guidelines provided in this discussion are intended to direct the concerns of researchers following a topic from the point of rational discourse through a process of empirical observation and data collection to culmination in a set of hypotheses intended to guide future research and theory building. These guidelines are organized under the following procedural headings: (1) identify an important topic; (2) identify participants; (3) observe and interact with participants; (4) derive results (organize, analyze, and interpret data); and (5) generate and enumerate hypotheses. (RH)

ED 237 244 PS 014 012

Adkins, Gary A.
Using Piagetian Tasks to Assess Developmental Levels in Elementary School Students.
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- *Child Development; *Conservation (Concept); Experiential Learning; Guidelines; Higher Education; *Teacher Education; *Teaching Methods; *Undergraduate Students
IDENTIFIERS- Piagetian Theory

To aid undergraduate students in their initial study of Piaget's theory of intellectual development, students enrolled in a sophomore child development course administered selected tasks to individual subjects in order to verify or disprove results predicted in the theory. Prior to replicating the Piagetian experiments, students were introduced to the theory through lectures, films, and a summary of Piaget's theoretical concepts and developmental stages. They then were provided an opportunity to execute the tasks in mock experiments in class or to watch an actual experiment. Each undergraduate was given a guide to administering the tasks and was responsible for identifying at least one child between the ages of 4 and 7 years for experiment participation. For many undergraduates, an understanding of the theory was achieved only after this application phase of instruction. Guide sheets used to facilitate student replication of tasks are provided. These guides focus on an inference task; a complex verbal problem; and conservation of area, volume, and number tasks. (RH)

ED 237 259 RC 014 331

Cho, Woong K.; Ritter, Gerald
Predictors of Community and Life Satisfaction in Rural Mississippi. Research Bulletin Number 19.
Alcorn State Univ., Lorman, Miss.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 82
GRANT- MISX4003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age; *Attitudes; *Community Satisfaction; Economic Status; *Heads of Households; *Life Satisfaction; Personality; Political Attitudes; *Predictor Variables; Quality of Life; Questionnaires; Race; *Rural Areas; Social Indicators
IDENTIFIERS- *Mississippi; United States (South)

Researchers used data from a 1981 questionnaire survey of 248 heads of household in 3 Mississippi counties to examine efficient predictors of community and life satisfaction in rural Mississippi. Analyzing the impact of 43 variables on 25 questionnaire items concerning community satisfaction, researchers found 13 significant predictors of community satisfaction. Classifying the variables by nature, researchers found that race emerged as the best predictor of community satisfaction, followed by life satisfaction, political participation, personal satisfaction, and positive self-respect. Except for race, socioeconomic and demographic variables were not efficient predictors of community satisfaction in rural Mississippi. To determine predictors of life satisfaction, researchers studied responses to 51 questionnaire items plus scores for community satisfaction and consumer behavior. They found that age was the only significant predictor of life satisfaction, which was stable over time in rural Mississippi. Sociopsychological factors and personality had a more powerful influence than material or economic factors on life satisfaction. The results implied that while economic well-being is necessary for a modern style of living, it is not a sufficient factor in life satisfaction. The complete questionnaire is included. (SB)

ED 237 273 RC 014 437

Luther, Joseph; And Others
The Price of Change. A Growth Impact Assessment Guide. Partnership for Rural Improvement.
Partnership for Rural Improvement, Pullman, Wash.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Aesthetic Values; *Community Development; *Community Planning; *Community Services; *Cost Estimates; Economic Change; Educational Needs; Energy; Fire Fighters; Housing Needs; Land Use; Local History; Police; Population Growth; Public Health; *Public Officials; *Rural Areas; Transportation; Utilities
IDENTIFIERS- Partnership for Rural Improvement

The handbook is intended for public officials, planners, developers, and others interested in determining probable costs to the public of a development proposal. Specifically, it is intended to help local officials identify cumulative and indirect impacts triggered by a development project beyond the actual development site. The handbook is organized in 16 sections. The first 15 sections (land use, population, private sector economic impacts, public sector fiscal impacts, housing, transportation, schools, utilities, public services and facilities, police and fire services, public health, social impact assessment, energy, aesthetics, and historic/archeological factors) deal with factors to consider when reviewing a development proposal. The last section summarizes physical impact considerations and includes a bibliography and an environmental checklist. Each section is subdivided into five parts: rationale for considering the factor, key questions for evaluation, methodology for answering questions, criteria and standards, and references and bibliography. (SB)

ED 237 287 RC 014 461

Weatherman, Richard
Providing Services for Handicapped Persons in Rural/Sparsely Populated Areas.
PUB DATE- 28 Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Access to Education; Community Involvement; *Community Problems; Community Resources; Community Role; *Delivery Systems; Demonstration Programs; *Disabilities; Educational Improvement; Elementary Secondary Education; Human Resources; Inservice Teacher Education; Mainstreaming; *Regional Cooperation; Rural Areas; *Rural Education; Rural Schools; School Districts; *Special Education; Special Education Teachers; *State Programs
IDENTIFIERS- Minnesota

The experiences of the 3-year Minnesota Severely Handicapped Delivery System Project have led to a model which utilizes resources of regional systems as key elements of a differentiated system for educational service delivery to the handicapped in rural areas and involves state education agencies, statewide regional centers, local education units, and the strengths and human capital of local communities. Problems rural areas have in delivering services to the handicapped are difficulty in attracting specialist teachers, travel costs to send children to specialized programs elsewhere, underidentification or inaccurate diagnosis of handicapped children, and lack of a clearly defined regional structure of service delivery for handicapped persons. The proposed model utilizes local strengths to the maximum extent and relies on regional resources for special conditions requiring expertise beyond that available locally. The core of the model involves strengthening the role of regional units which provide professional guidance/training, technical assistance, and supervision to local staff, while simultaneously strengthening local skills and encouraging involvement of teachers, parents, and community members. The model also includes strategies to serve needs of underserved groups of handicapped persons, uses technology for all phases of service delivery to the severely handicapped, and incorporates a management information system and a component to evaluate impact and cost-effectiveness. (MH)

ED 237 301 RC 014 479

Barker, Bruce, O.; Muse, Ivan D.
A Research Report of Small/Rural School Districts in Washington Compared to School Districts of Similiar Size Nationwide.
PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Athletics; Comparative Analysis; *Curriculum; Declining Enrollment; Educational Finance; Educational Resources; Elementary Secondary Education; Profiles; Rural Schools; *School Districts; School Size; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries; Transportation
IDENTIFIERS- *Washington

The study compared nationwide research findings about the districts, superintendents, teachers, programs, and student performance in 642 public school districts with an enrollment of 900 or less to data from a random sample of school districts of similar size in Washington. Data were gathered from superintendents by questionnaire during the 1982-83 school year. Twenty-four of Washington's 107 small/rural school districts, or 96% of those surveyed, responded. Similiar in enrollments but larger geographically than average, Washington's small school districts passed bond issues higher than the national average. Nearly three times as many districts in Washington accepted state aid as did districts nationally. Although no Oregon superintendent held an education specialist degree (compared to 31.5% nationally), over 70% earned $35,000 or more (compared to 37.4% nationally). Teacher salaries were also above average as were teacher/student ratios. Teacher turnover was below average. Graduating seniors performed better than average on the Scholastic Aptitude Test but slightly fewer went on to college and slightly more to technical school. Washington's small school course offerings were at or considerably above national averages in all categories. Sports offerings also compared very favorably as did numbers of resource personnel. (SB)

ED 237 316 SE 043 324

International Expert Meeting on Exchange of Information on Science and Technology Education (Unesco, Paris, October 18-22, 1982). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED-82/CONF.620/COL.3

PUB DATE- 82

AVAILABLE FROM- UNESCO, Unesco Press, 7, Place de Fontenoy, Paris 75700.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTIONS- Cooperative Planning; Curriculum Development; Educational Improvement; Foreign Countries; *Information Dissemination; Information Services; Information Sources; *International Programs; *Policy Formation; *Science Education; *Science Instruction; *Technology

IDENTIFIERS- *Information Exchange Procedures

Reported is a meeting which was held to review and assess Unesco's activities in the exchange of ideas and information on the teaching of science and technology, and to identify developing countries' priorities in this field. Meeting highlights are presented in four major sections, each addressing different aspects of the exchange of information on science and technology education: (1) objectives and modalities of the exchange, outlining range/nature of information to be exchanged (including information required for policy formulation/implementation, required for curriculum and teacher improvement, on non-formal education, and for general awareness); (2) improvement of national capacities for participation in the exchange; (3) review of current efforts for exchanging such information; and (4) international, cooperative efforts. Suggestions for further action are also presented as related to improvement of both national capacities and international cooperation in the exchange of information in science/technology education. The meeting agenda, the opening address given by Dr. S. R. Samady (Director of the Division of Science, Technical, and Vocational Education), a list of participants, and a list of related documents are included

ED 237 331 SE 043 415

Flavin, Christopher

Nuclear Power: The Market Test. Worldwatch Paper 57.

Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-56-9
PUB DATE- Dec 83
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036 ($2.00 per copy; 2-10 copies: $1.50 ea.; 11-50: $1.25 ea.; 51 or more: $1.00 ea.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Costs; *Economic Factors; *Economics; Electricity; Foreign Countries; *Nuclear Energy; *Nuclear Power Plants; *Nuclear Technology; Policy Formation; Research and Development; Utilities

Nuclear power was considered vital to humanity's future until just a short time ago. Since the late seventies, economic viability has joined a list of such issues as waste disposal and radiation hazards which call into question the future of nuclear power. This document discusses (in separate sections): (1) the selling of nuclear power, including worldwide nuclear power commitments; (2) costs, including annual rate increases for nuclear construction; (3) explanations for the rising cost of nuclear power, examining such issues as mismanagement, nuclear power plant sizes, design flaws in early plants that required costly correction, and earthquake resistance; (4) decline of nuclear power programs in the United States; (5) international outlook on nuclear power development; and (6) other issues and problems. It is pointed out in the last section that the economic failings of nuclear power suggest the need for several major policy changes, including a more balanced approach in energy research and development which nuclear power has dominated in most industrial countries since the fifties. (JN)

ED 237 346 SE 043 558

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources, Supplement XIV (1983).

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.
PUB DATE- Jul 83
GRANT- EPA-T-901366010
AVAILABLE FROM- EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription, $12.00, $4.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Audiovisual Aids; Citizen Participation; Environmental Education; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment
IDENTIFIERS- Hazardous Materials

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements I-XIII. (JN)

ED 237 361 SE 043 575

Froehlich, Walter
Spacelab. An International Short-Stay Orbiting Laboratory.
National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Astronomy; *Biological Sciences; Design; Facilities; *Physics; Science Education; Science Equipment; *Science Experiments; *Science Laboratories; *Scientific Research; *Space Sciences
IDENTIFIERS- *Spacelab

Spacelab is a facility which enables scientists and engineers to go into space for in-orbit research studies. For the 10 European nations that designed, constructed, and financed Spacelab jointly through the European Space Agency and for the National Aeronautics and Space Administration, which designed, constructed, and financed the Spacelab ground facilities and manages the Spacelab flights, this is the culmination of history's largest and most comprehensive multinational space project. Provided in this document is information on: (1) the nature of Spacelab; (2) interior design, equipment, and facilities; (3) Spacelab crew; (4) materials science and space plasma physics experiments; (5) experiments in the life sciences, astronomy and solar physics, and atmospheric physics and earth observations; (6) activities involved in a typical day aboard Spacelab; and (7) Spacelab's birth, impact, and future. (Text material is supplemented by color photographs and diagrams.) (JN)

ED 237 376 SO 014 895

Hartoonian, H. Michael
Science, Technology, and the Human Equation: Developing a New Paradigm for Education.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Curriculum; Ethical Instruction; *Humanistic Education; Humanization; Information Science; Sciences; *Social Change; Social Responsibility; *Social Theories; *Technological Advancement; *Technological Literacy; Values Education
IDENTIFIERS- Social Impact

Since technology is a function within and a dominant part of the human equation, it is important to develop theories of social institutions and change consistent with the present electronic revolution, in order to avoid becoming "tools of our tools." Our intellectual and technological evolutionary process must change to accommodate the shift from concrete and finite resources to the abstract and infinite notions of resources characteristic of the "information age." The need for a social paradigm shift is evident when we observe the world economic and political interaction, the world-wide phenomena of structural unemployment, the position of knowledge as the major source of capital in our economy, and the social dislocation resulting when levels of moral and intellectual literacy are inadequate. Although knowledge and wisdom should have higher priority in an information society, educational programs emphasize information. The knowledge of the most social worth will eradicate areas of ignorance that are the most dangerous to human life and spirit, including arrogance, lack of a noble and ethical conception of self and community, and loneliness. In conclusion, current educational priorities must be re-evaluated, and instructional patterns that can best bring discipline, love, learning, and vision into the curriculum at all grade levels must be instituted. (LH)

ED 237 391 SO 015 095

Heiba, Farouk I.
Value Systems in International Business.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Business; *Cross Cultural Training; Cultural Awareness; Cultural Differences; Developing Nations; Foreign Culture; Global Approach; *Intercultural Communication; Models; *Values
IDENTIFIERS- *International Business

Every society has a system of values and seeks to achieve goals which it defines as desirable. To gain insight and a measure of understanding of another culture, international marketers can approach a country as a whole, seek out behavioral premises, obtain a theoretical knowledge of the culture, and learn the country's social heritage. International marketers must be sensitive to the fact that non-Western cultures have rising expectations and must, therefore, perform their task of creating new markets with respect for humanity. They must also realize that developing nations want the freedom to make their own mistakes. American international marketers must understand the differences among the ideas of one world, world government, and world culture; seek and share knowledge; be sensitive to other cultures and values; and change their own behaviors and values to set examples. A planning model for value change is presented which focuses on the process which explicity links paradigms, or the relative presuppositions upon which particular groups or individuals base their activities, to values, defined as a set of absolute presuppositions on which human survival is based. (RM)

ED 237 406 SO 015 157

Reese, William J.
Changing Conceptions of "Public" and "Private" in American Educational History.
PUB DATE- Oct 83
LANGUAGE- English.
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Colonial History (United States); *Educational Change; *Educational History; Elementary Secondary Education; *Private Education; Private Schools; *Public Education; Public Schools; Social Action

How and why perceptions of public schooling and private schooling have changed from the colonial period to the present are explored. When the U.S. public school system was created in the mid-19th century, it emerged out of the mixed private-public system of education that existed in the early years of the American republic. For nearly a century, the public schools enjoyed a relatively secure place in American culture. Over the long span of time, the schools gradually received nearly all the public tax dollars, and enjoyed broad public and political support. Each generation of Americans from the 19th century to the present has produced its share of public school critics, but until recently most Americans believed that the schools could be reformed. Schools changed radically in the 20th century in response to the modernization of American society. Citizens are angry for many reasons, including the federal government's role in school policy formation and the secularization, centralization, and professionalization of schools. Whether the public schools will be forced to share tax dollars with the private schools and lose their near monopoly may well be determined in the next decade. (RM)

ED 237 421 SO 015 177

Peiss, Kathy; Gerson, Judith
Women's Studies as an Inquiry into Gender Relations.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Curriculum Development; Educational Change; Educational History; Educational Needs; Females; Feminism; Higher Education; Males; Sex; *Sex Differences; *Womens Studies
IDENTIFIERS- Conceptual Frameworks; Consciousness

Women's studies teachers must be more self-conscious about the analytical framework which they adopt and present to their students, and the concept of gender and gender relations needs to be an integral part of that organizing framework. Women's studies is beyond the stage of compensatory work--the add women and stir method--and the debunking of the traditional disciplines. To provide students with the analytical tools necessary for a more thorough understanding of women's experiences, a gender relations approach--studying men in relation to women--is necessary. An analysis of gender highlights three variables that would structure the teaching of a women's studies course: (1) boundaries, or the structures which establish differences and commonalities between women and men, among women, and among men; (2) the social processes of negotiation and domination; and (3) consciousness, the subjective understanding of gender upon which people act as women or men. Using gender relations also helps students deal with the "not me" phenomenon, which says that students are individually exempt from patriarchy. Moreover, a theory of gender relations allows for better comparisons with other systems of domination. (RM)

ED 237 436 SO 015 192

Social Studies for Georgia Schools: Early Childhood and Middle Grades.

Georgia State Dept. of Education, Atlanta. Div. of Curriculum Development.; Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Asian Studies; *Curriculum Design; Curriculum Evaluation; Educational Objectives; Elementary Education; Ethnic Studies; Junior High Schools; Learning Activities; Sequential Approach; Skill Development; *Social Studies; State Curriculum Guides; State Government; State History; Teaching Methods; Units of Study

IDENTIFIERS- *Georgia

The material in this K-8 curriculum guide is designed to help local Georgia school systems integrate objective knowledge and skills in the social studies curriculum. Two chapters cover scope and sequence and instructional strategies. In chapter 1, 4 main curriculum components (knowledge, values and attitudes, skills, and social participation) are discussed in terms of specific teaching goals. Charts tag the knowledge and skill components to concepts, objectives, and grade levels. This chapter also suggests 23 strategies for effective teaching and several methods for improving student evaluation. Chapter 2 contains sample teaching units. A K-4 section includes 30 activities, each coordinated with knowledge and skill objectives and specific grade levels. Topics covered include seasons, radio and television, family tree, community, stereotypes, map and globe skills, and population growth. The section for middle grades offers the following units: United States ethnic groups, China, technology, Georgia studies, and Georgia state government. For each unit, a chart summarizing concepts, objectives, skills, and activities is followed by detailed lesson plans and activities. An appendix provides a sample program evaluation checklist, textbook evaluation criteria, and a supplementary materials evaluation form. An annotated bibliography concludes the guide. (LP)

ED 237 452   SP 022 549

Jones, Allan; Gorney, Janifer
Creative Quickies, Vol. II.
PUB DATE- 81
AVAILABLE FROM- Arts' Books (The Book Bin), 222 Madrone, Larkspur, CA 94939 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Activities; *Creative Activities; Creative Writing; Elementary Education; Elementary School Mathematics; Elementary School Science; *Interdisciplinary Approach; *Language Arts; Learning Activities; Self Esteem; Social Studies; Values Clarification; *Visual Arts
IDENTIFIERS- PF Project

Activities intended to encourage creative expression in all areas of the K-6 curriculum are presented for use by parents and teachers. Language and visual arts activities are emphasized and are integrated with the areas of social science, mathematics, science, self-esteem, and values clarification. The amount of materials needed and the preparation time are meant to be minimal. Activities are organized into four sections. The first section provides 31 activities dealing exclusively with the use of magazines. The second section contains 35 creative writing and quick art ideas. Twenty-one learning dittos that have been "turn-on's" for children are provided in the third section. Eleven interesting shapes with ideas for stories and art printed on the back of each are presented in the fourth section of this guide. (JW)

ED 237 468 SP 023 104

Bilus, Phyllis; Sachs, Karen

Integrating Art with the Curriculum Areas. A Kit for The Elementary Classroom. Centering On.

New York City Teacher Centers Consortium, NY.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 81

AVAILABLE FROM- New York City Teacher Centers Consortium, 260 Park Avenue, South, New York, NY 10010 ($6.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Art Activities; Childrens Art; *Class Activities; Elementary Education; *Elementary School Curriculum; Elementary School Mathematics; Elementary School Science; *Interdisciplinary Approach; *Lesson Plans; Program Descriptions; Reading; Speech Skills; Student Participation; *Student Projects; Writing Skills

This curriculum kit contains 115 separate activity cards with descriptions of different art activities that can be integrated into the elementary school curriculum. Teachers may use these cards to select an art project and use it to involve students in other curriculum areas, or teachers may select a skill, topic, or subject area which needs reinforcement and find appropriate art activities to meet class needs. Art projects included in the kit were selected because they were adaptable to many classroom situations, involved readily available materials, and have worked for other teachers. Each art project, explained on a card, provides: (1) letters to indicate the areas of curriculum integration; (2) appropriate grade level; (3) approximate time needed; (4) appropriateness for entire class, small group, or individual; (5) materials used; (6) description of steps involved; (7) evaluation; (8) enrichment activities; and (9) motivational techniques. The kit includes both a project index and skill/topic index as well as a bibliography. (JMK)

ED 237 484 SP 023 311

Hatfield, Robert C.
A Developmental Curriculum for the Secondary School.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Group Dynamics; *Intellectual Development; *Interpersonal Competence; Learning Processes; Metacognition; Secondary Education; *Secondary School Curriculum; *Self Actualization; Social Action; Student Development
IDENTIFIERS- *Developmental Curriculum

A secondary school curriculum which includes a significant focus on individual developmental goals is proposed. Emphasis is placed on students' intellectual development, self-management, and interpersonal and small group involvement. The basic content of the developmental curriculum is summarized to include acquisition of the knowledge to: (1) analyze, inquire into, and structure knowlege; (2) identify, formulate, judge, and solve problems encountered and anticipated in the environment; (3) acquire concepts and use these to build principles, taxonomies, and structures of knowledge; (4) analyze and formulate models as organizers and means for thinking about knowledge; and (5) acquire the skills necessary for thinking in the broadest sense, through the use of symbols, cognitive processes, and interaction with one's environment. The proposal focuses on the need to have teachers possess extensive preparation in these areas of study, and to make these goals a highly visible component of secondary education. (JD)

ED 237 499 SP 023 395

Smith, Sandra; And Others
Improving the Attractiveness of the K-12 Teaching Profession in California.
California State Dept. of Education, Sacramento.
PUB DATE- Mar 83
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 ($3.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrator Attitudes; *Career Ladders; Educational Attitudes; Educational Change; *Educational Trends; Elementary Secondary Education; *Professional Recognition; Teacher Education; Teacher Persistence; Teacher Qualifications; *Teacher Recruitment; Teacher Salaries; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *California

This publication analyzes the current status of the teaching profession in California, emphasizing what makes it attractive and satisfying or discouraging to teachers. Important trends in public attitudes about the teaching profession are explored, as well as teachers' perspectives on recruitment and retention. Among the serious problems noted were comparatively low salaries, uncertain job security, and public and media attacks on the profession. Also noted were school problems which affected teacher morale--student attitudes and behavior, shortened school days and years, and decreasing autonomy and advancement opportunities. Two conclusions are drawn: (1) Just holding still, or maintaining the profession's appeal at its current limited level, will require significant effort; and (2) Any real improvement in the attractiveness of the profession will require major efforts to redesign teachers' career patterns. Recommendations include: (1) higher salaries; (2) differential pay; (3) loans/fellowships; (4) more job security; (5) better public relations; (6) more supportive school environment; (7) tougher entry and renewal standards; (8) more flexible career ladders; (9) a master teachers corps; and (10) more teacher autonomy. A 16-page bibliography is included. (JD)

ED 237 513   TM 820 753

Wilson, Kenneth M.

GMAT and GRE Aptitude Test Performance in Relation to Primary Language and Scores on TOEFL.

Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-82-28; TOEFL-RR-12
PUB DATE- Oct 82
AVAILABLE FROM- TOEFL Program Office, Educational Testing Service, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Admission Criteria; *College Entrance Examinations; *English (Second Language); *Foreign Students; *Graduate Study; Language Tests; Postsecondary Education; Scores; Testing Programs; Test Use
IDENTIFIERS- Graduate Management Admission Test; Graduate Record Examinations; *Native Language; *Test of English as a Foreign Language

This study was designed to describe and analyze (1) the performance of foreign candidates taking the Graduate Management Admission Test (GMAT) or the Graduate Record Examinations (GRE) Aptitude Test in relation to self-reported primary language (English vs. other), and (2) relationships between performance on the respective admissions tests and performance on the Test of English as a Foreign Languages (TOEFL) for subgroups of foreign admissions-test candidates identified by cross-file matching as having also taken TOEFL. Data were obtained from files maintained by the three testing programs and analyses were based on data for examinees tested during the period from September 1977 through August 1979. (Author/PN)

Design, Development, Implementation, and Evaluation of the Computer Aided Interactive Testing System (CAITS). Focus on the Trained Person.

SPONS. AGENCY- Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TAEG-TR-152
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Assisted Testing; *Computer Managed Instruction; *Cost Effectiveness; Job Training; *Military Schools; Military Training; Program Development; *Program Evaluation; Program Implementation
IDENTIFIERS- *Computer Aided Interactive Testing System; *Naval Training

This report describes the design, development, implementation, and evaluation of the Computer Aided Interactive Testing System (CAITS) and addresses the applicability of the system in the Naval Education and Training Command. In addition to an introduction (section one), the report contains four sections and three appendices. Section two describes the aspects of program management and coordination used to develop the CAITS and summarizes the system design approach. Section three presents the design of the training effectiveness evaluation and an analysis of the collected data. Section four discusses the economic feasibility of the CAITS and provides information and data to support decisions dealing with the use of CAITS for other Navy training applications. Section five contains conclusions regarding the effectiveness and efficiency of, as well as recommendations for, the use of CAITS. The appendices include an alternate means for accomplishing CAITS development, and functional and design specifications. (PN)

Head, L. Quinn
The Presentation of Statistical Analysis of Data as Evidence in Litigation Involving Sexual and Racial Discrimination.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Civil Rights Legislation; *Court Litigation; Graphs; Legal Problems; *Racial Discrimination; Research Methodology; *Sex Discrimination; Statistical Analysis; *Statistical Data; Tables (Data)
IDENTIFIERS- *Evidence; *Green v City of Gadsden

This research illustrates how statistical analysis of data was presented by the plaintiff's attorneys as evidence in litigation involving sexual and racial discrimination in the case Green v. City of Gadsden. Bar graphs depict the sexual and racial compositions of (1) members of the Gadsden Police Department (GPD), (2) members of the GPD in relation to their respective group within the Gadsden, Alabama population based on the 1980 census, (3) examinees taking the GPD written examination from 1980 to 1982, (4) examinees passing the GPD exam during the aforementioned years, (5) all applicants employed with the GPD from 1980 to 1982, (6) only applicants passing the GPD exam from 1980 to 1982 employed with the GPD during these years, as well as (7) all applicants offered employment with GPD from 1980 to 1982, and (8) only applicants passing the GPD test from 1980 to 1982 offered employment with the GPD during these years. Additionally, a table which exhibits several frequency distributions primarily indicating the number of individuals by sex and race obtaining a specific passing score that were hired is included. (Author/PN)

ED 237 565 TM 830 830

Smith, Jana Kay
Case Reports of Northwest Regional Educational Laboratory Cost Studies. Research on Evaluation Program. Paper and Report Series No. 82.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cost Effectiveness; Educational Research; Elementary Secondary Education; *Evaluation Methods; *Program Evaluation; *Research and Development Centers; Research Needs
IDENTIFIERS- *Northwest Regional Educational Laboratory; Technical Assistance Centers

Costs have long been an important consideration in educational programming. Only recently, however, have systematic cost analysis methodologies been applied in educational evaluation. This report identifies and documents the application of cost methodologies within evaluation and service projects conducted by Northwest Regional Educational Laboratory (NWREL) staff from 1977-1982. It also clarifies client cost needs and points to cost training and technical assistance needs of NWREL staff. Fifteen cost projects, subdivided under cost comparison, cost descriptive, budget and planning, and policy analysis cases, were identified and reviewed to (1) identify the decision situation, (2) describe the cost methodology, and (3) critique the application of cost analysis. (PN)

ED 237 582 TM 832 019

Schneider, E. Joseph

Researcher Questions Use of Standardized Test Results.

Council for Educational Development and Research, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- 78
GRANT- OB-NIE-G-78-0202
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTIONS- Academic Achievement; Educational Change; Educational Innovation; Elementary Secondary Education; Influences; Interviews; Opinion Papers; Program Evaluation; *Standardized Tests; Student Evaluation; *Summative Evaluation; *Testing Problems; Test Results; *Test Use
IDENTIFIERS- Cooley (William W); PF Project

The results of standardized tests are misused and often do more harm than good, according to William W. Cooley, professor and researcher at the University of Pittsburgh (Pennsylvania). The results seldom assist anyone in improving instruction. Too many out-of-school variables such as social-economic status influence test scores. Achievement is influenced by family background and what the student is exposed to in class; knowing these variables will tell more than tests can. Students tend to learn what they are exposed to; therefore, tests must measure what is being taught in order for them to be useful. Too often this is not the case. The effectiveness of the teaching or curriculum is questioned when, in fact, what is being taught is not being tested. In evaluating programs, schools seldom use tests that measure what the developers claim they are putting across in their materials. Additionally, the tests do not measure the knowledge that a student already possesses or how much time is spent in learning. Summative evaluation isn't answering the questions it is supposed to. All of this is already apparent to practitioners. Given the present state of evaluation, trained classroom observers are much better equipped to explain what works than any available test. (DC)

ED 237 169 JC 830 831

Conroy, France H.

Five Questions and a Stack of Books: Remediation for a Democratic Society.

PUB DATE- 7 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Instruction; *Course Content; Course Descriptions; Curriculum Development; *Global Approach; Inquiry; Instructional Improvement; *Interdisciplinary Approach; Questioning Techniques; *Social Sciences; Teaching Methods; Two Year Colleges
IDENTIFIERS- PF Project; *Questions

Because students who do not read and write cannot participate effectively in a democratic society, the staff of the College Skills Program at Burlington County (New Jersey) College has designed a developmental skills program in reading and writing with a social science core. The program (Social Science 100) emphasizes reading, thinking, questioning, writing, and student attitudes. A simple formula, "five questions and a stack of books," is used as the framework for the course. Emphasis is on support systems and thought-provoking questions that best reflect five critical issues of the century: (1) spreading the American way over the rest of the world; (2) dealing with severe economic problems via socialist revolution, conservative rectification, or liberal reform; (3) policies toward fascism and communism; (4) the "liberation" of the sixties; and (5) the decline or rebirth of the late twentieth century in America. Instead of textbooks, the program uses a variety of books about persons whose lives were intimately bound up with the issues of the times, thereby showing how Americans interrelated with the rest of the world. In addition, essay tests are used and teacher flexibility is encouraged. Students in this program show marked improvement in two areas: heightened political understanding and diminished ethnocentrism. (LH)

ED 237 201 PS 013 940

Lopez, Linda C.; Holmes, William M.
Maternal Involvement and Academic Achievement.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-790066
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Achievement Rating; *Kindergarten Children; *Mothers; *Parent Influence; *Parent Participation; Preschool Teachers; Reading Difficulties; *School Activities; Sex Differences; Student Evaluation

The potential impact of several maternal involvement behaviors on teachers' ratings of children's academic skills was examined through statistical analyses. Data, based on mothers' responses to selected questions concerning maternal involvement and on teachers' ratings on the Classroom Behavior Inventory, were obtained for 115 kindergarten children. Subjects' sex and the educational level of subjects' mothers were used as control variables. Although results did not support previous findings of a relationship between high maternal involvement and superior academic performance, one significant relationship was found: maternal help with sight words was associated with children's reading difficulty. (RH)

ED 237 229 PS 013 982

Asher, Steven R.; Wheeler, Valerie A.

Children's Loneliness: A Comparison of Rejected and Neglected Peer Status.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Comparative Analysis; Elementary Education; *Elementary School Students; Factor Analysis; *High Risk Students; *Loneliness; *Peer Relationship; *Rejection (Psychology); *Sociometric Techniques

IDENTIFIERS- Multiple Measures Approach; *Popularity

Recent research indicates that a considerable number of children report extreme feelings of loneliness and that unpopular children are more lonely than popular children. The present study assessed feelings of loneliness in two subgroups of unpopular children: those who were rejected (low on positive and high on negative peer nominations) and those who were neglected (low on both positive and negative peer nominations). Data on popular, average, and controversial children were also collected. Results from 200 third- through sixth-grade children indicated that rejected children were the most lonely group and that popular children were the least lonely. Neglected, average, and controversial children reported intermediate levels. Overall, the results provided added evidence of the utility of the distinction between neglected and rejected status and support earlier conclusions that rejected children are more at-risk than other status groups. (Author/RH)

ED 237 245 PS 014 013

Batko, Margaret W.; And Others
Nutrition Education for Preschoolers: A Resource Guide for Use in the Child Care Food Program.
Food and Nutrition Service (DOA), Washington, D.C.
REPORT NO.- FNS-241
PUB DATE- Oct 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 001-024-00214-3, $4.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Audiovisual Aids; *Child Caregivers; *Day Care; Early Childhood Education; *Infants; Instructional Materials; *Nutrition Instruction; *Preschool Children; *Resource Materials
IDENTIFIERS- *Toddlers

Developed to assist child care providers in starting or maintaining a nutrition education program, this guide lists resources primarily directed toward adults who care for young children (2 to 5 years of age) and toward the children themselves. Over 90 entries concerning nutrition education materials have been included. Each resource has been evaluated and selected according to criteria such as availability, manner of presentation, accuracy of nutrition education content, and appropriateness for use in child care settings. Each entry provides title and publication information; details of format, source, cost, and language of text; an abstract; and an evaluation of the item's content and presentation. Entries are organized either by intended audience or by type of material. The first section, "Nutrition Education Programs," consists of references to materials for children and adults; these materials are intended to provide a complete child care nutrition education program. The second section, "Aids for Teaching Caregivers," includes references directed toward child care providers and parents. A third section, "Lesson Plans for Teaching Children," lists materials dealing with curricula. The fourth section, "Food and Nutrition Activities for Teaching Children," mentions resources for classroom use. The last section provides references for audiovisual aids for teaching children and caregivers. (RH)

ED 237 260 RC 014 332

Cho, Woong K.
Problems in Securing Employment in the Rural South and Socioeconomic Characteristics.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Age Discrimination; *Attitudes; *Employment Opportunities; *Heads of Households; Job Search Methods; Poverty; *Problems; Racial Discrimination; Rural Areas; Rural Development; *Rural Population; Sex Discrimination; *Socioeconomic Status; Transportation
IDENTIFIERS- *United States (South)

According to a 1981 questionnaire survey of 2,554 heads of rural households in 10 Southern states, rural people perceived that the most serious barriers to securing employment in Southern rural areas were job shortages, lack of personal or political contacts, insufficient training or education, and lack of job information. Respondents perceived the lack of transportation and discrimination on the basis of age, race, or sex to be less significant barriers. Analysis of socioeconomic factors on responses revealed that while 53.7% of respondents perceived job shortages as a serious barrier, occupational status particularly affected those perceptions. Another barrier, knowing the right people, perceived as serious by 36% of the respondents, was affected by race, educational level, poverty status, and occupational level. Those factors and respondent's sex affected perceptions of the lack of job information, the lack of transportation, and age discrimination as employment barriers. Respondents' sex, race, and poverty status affected their perceptions of racial discrimination; sex and race affected their perceptions of sex discrimination; and race affected perceptions of insufficient training or education, a serious barrier for 34.6% of all respondents. The availability of gainful employment may minimize the perceived major problems of securing employment in the rural South. (SB)

ED 237 274 RC 014 445

Wilson, Janet Goulet
Wisconsin Indian Opinions of Factors Which Contribute to the Completion of College Degrees. Program Report 83-13.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *American Indian Education; American Indians; *College Graduates; College Role; *College Students; Family Role; Financial Support; Higher Education; *Performance Factors; Questionnaires; Social Discrimination; Student Attitudes; *Student Characteristics; Student Role; Student School Relationship; Success; Tribes
IDENTIFIERS- *Wisconsin

Opinionnaires were mailed to 860 Wisconsin Indian college students and graduates, 189 of whom were also interviewed, to identify positive factors contributing to completion of college degrees by Wisconsin Indian people. The opinionnaire used for current students and those graduated from 1977 to 1982 differed from that used with pre-1977 graduates; the latter provided more open-ended questions. Usable opinionnaires (214) were 27.8% of those distributed. Financial aid ranked first as a factor contributing to college completion, followed by family support, having a personal goal, determination, and intelligence. Seven composite profiles of Wisconsin Indians who completed college degrees, derived from the opinionnaires and interviews, showed a number of commonalities: a parent or parents who understood the value of a college education, no perception of discrimination before the high school level, discovery that college was more difficult than high school and less personal, pride in being Indian, and sense of purpose. Detailed recommendations from opinionnaire respondents discussed six sources that could encourage Indian students: parents, pre-college schools, tribes, colleges and universities, students themselves, and older Indian college students. A specific recommendation called for a state-wide conference on Indian education, followed by practical on-site workshops to help implement the study's recommendations. Appendices include opinionnaires, maps, and supporting letters. (MH)

ED 237 302 RC 014 480

Coping With Curriculum. Papers and Proceedings of the National Workshop on Distance Education (2nd, Perth, Western Australia, July 13-15, 1983).

National Centre for Research on Rural Education, Nedlands (Western Australia).; Western Australia Education Dept., Perth.

REPORT NO.- ISBN-0-909751-98-6

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTIONS- Access to Education; Correspondence Study; *Curriculum Enrichment; *Delivery Systems; *Distance Education; Educational Innovation; Educational Technology; Elementary Secondary Education; Foreign Countries; Home Instruction; Human Resources; Information Dissemination; Information Networks; *Instructional Materials; Itinerant Teachers; *Material Development; Outreach Programs; Parent Participation; *Rural Education; State Programs; Telecommunications; Tutors; Workshops

IDENTIFIERS- *Australia; Isolation (Geographic); Parent as a Teacher

The proceedings of the 3-day Australian National Workshop on Distance Education, whose theme was "Coping with Curriculum," include 18 papers, 2 workshop reports, and appendices that list participants and state, territory, and New Zealand representatives. The 36 recommendations developed by the workshop groups include recommendations to state and commonwealth governments, and recommendations concerning interstate coordination and cooperation, curricula for distance education, teacher recruitment and development, human support systems, communications technology, and research and development. The section on developing curricula and learning materials in distance education contains two papers. "Producing Curriculum Materials in the State and Northern Territory Systems" includes five papers describing curriculum materials production in different areas. Two papers discuss the parents' viewpoint on distance education. Three papers on human support systems include discussions of teaching mothers and itinerant teachers. "Technological Delivery Systems" covers use of satellites, the telecom network, and other technology useful in distance education. Other papers discuss isolated children and revitalizing distance education. Themes of the two workshop summary reports are producing and using curriculum materials, and delivering curriculum materials. (MH)

ED 237 317 SE 043 399

Hofmeister, Alan; Thorkildsen, Ron

The Application of Videodisc Technology to the Diagnosis of Math Skills.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 83
GRANT- DOE-600-81-01536
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Non-Print Media (100)
DESCRIPTIONS- Bilingual Students; *Diagnostic Tests; Educational Diagnosis; Elementary Education; *Elementary School Mathematics; *Language of Instruction; *Mathematics Instruction; *Mathematics Skills; Primary Education; Technology Transfer; Testing; *Videodisc Recordings

Briefly presented are the rationale and procedures used to develop and validate an interactive videodisc program to assist in diagnosing difficulties in mathematics in grades 1-3. The mathematics assessment program is described as 408 criterion-referenced items divided into seven strands. Questions are administered until a student makes three consecutive errors; then the student is branched to the next section in a strand. At the teacher's option, the test can be administered in either English or Spanish. Information is also included on equipment configurations possible among videodisc players, microcomputers, touch screens, and printers, and disc capacity is noted. Finally, comments on formative evaluation needs are given. (MNS)

ED 237 332 SE 043 416

Spence, L.; Medlicott, J.
North Carolina Marine Education Manual. Connections: Guide to Marine Resources, Living Marine Systems and Coastal Field Trips.
North Carolina State Univ., Raleigh. Sea Grant Coll.
SPONS. AGENCY- Department of Commerce, Washington, D.C.
REPORT NO.- UNC-SG-82-1-F
PUB DATE- Mar 82
GRANT- NOAA-04-6-158-44054
AVAILABLE FROM- UNC Sea Grant, 105 "1191" Bldg., North Carolina University, Raleigh, NC 27650. (Out-of-state, $2.00; N.C. Residents, free.)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Resources; Elementary School Science; Elementary Secondary Education; Environmental Education; *Field Trips; Information Sources; Instructional Films; *Marine Biology; *Marine Education; Outdoor Activities; Program Descriptions; *Resource Materials; *Science Activities; Science Education; Secondary School Science; Weather
IDENTIFIERS- *Aquariums; *North Carolina

This collection of teaching and resource materials is designed to help middle school teachers put marine perspectives into their lessons. Materials are organized into three parts. Part 1 describes the preparation and maintenance of brackish water aquariums, marine aquariums, and touch tanks. Activities related to and sources of information on keeping a brackish or saltwater aquarium are included. Part 2 includes information on: the focus of marine education; University of North Carolina Sea Grant College Program; North Carolina 4-H Program; weather awareness resources; and organizations interested in North Carolina natural resources. Also included are lists of: bulletins, journals, and magazines (with sources and current costs); film companies; North Carolina films; North Carolina state government resources (with descriptions); federal government resources; and marine career resources. Part 3 includes: a guide for planning educational field trips throughout coastal North Carolina (includes such information as places to visit, their location, expenses, reservations, exhibits, medical services); federal/state fish hatcheries and museums/science centers; bibliography of reference guides for field trips; and suggestions of ways to avoid the liability problems associated with field trips. All activities described can be modified for use with upper or lower grades. (JN)

ED 237 347 SE 043 559

Munby, Hugh
An Investigation into the Measurement of Attitudes in Science Education.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- Dec 83
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($12.50).
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Attitude Measures; College Science; Elementary School Science; Elementary Secondary Education; Higher Education; *Science Education; *Scientific Attitudes; Secondary School Science; *Student Attitudes; *Test Items; *Test Reliability; Test Validity
IDENTIFIERS- *Science Education Research

This study examined instruments measuring attitudes to science for the period from 1967 to 1977 as well as relevant research studies. Following an introduction (chapter 1), background information is provided in chapter 2, considering the importance of attitude measures in science education, reviews of research in science education, reviews of attitude research/instrumentation, and other areas. Chapter 3 discusses methodology used to identify potential source materials (in particular, machine searches of ERIC tapes) and instruments used in research, and how relevant instruments were distinguished from irrelevant ones. Chapter 4 discusses techniques used to subject these instruments to analysis which revealed information about their validity, reliability, and other characteristics. Results are presented and discussed in chapter 5, focusing on: general features, reliability, and validity of the instruments; analyses of instruments for statement type and view of science; and evaluation of instruments by selected criteria. In general, it was found that the field of attitude measurement in science education is not one in which confidence may be placed because the instrumentation is weak on many counts. Descriptions/characteristics of the 56 instruments examined, analyses of their items, abstracts of research in which they were used, and instrument items are included in an extensive appendix. (JN)

ED 237 362 SE 043 576

Mathematics Education in Asia and the Pacific. Final Report of the Regional Design Workshop on Mathematics Education.

National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Dec 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTIONS- Educational Innovation; Educational Needs; *Educational Planning; Educational Research; Elementary Secondary Education; *International Educational Exchange; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Materials; Objectives; Surveys; *Teaching Methods; Time Factors (Learning)
IDENTIFIERS- Asia; *Mathematics Education Research; Pacific Region; Sequences (Mathematics)

This report resulted from a workshop held in September-October 1983, attended by participants from 15 countries in Asia and the Pacific. Information on the present status of mathematics education in participating countries was collected through questionnaires; it is summarized in terms of background information, time allocation, objectives of mathematics, grade-wise mathematical topics, and instructional methods and aids. In chapter 2, problems and issues are summarized on curriculum content and methodology, learning resources, teacher education, assessment, research, and other pertinent areas. The third chapter identifies innovative experiences related to each of the areas in chapter 2, while chapter 4 offers suggestions for improving mathematics education in each of those areas. Lists of participants are appended. (MNS)

ED 237 377 SO 014 904

Griffin, Alan F.
A Philosophical Approach to the Subject Matter Preparation of Teachers of History.
PUB DATE- 42
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- *Critical Thinking; *Democracy; Educational Objectives; *Educational Philosophy; Educational Theories; *History Instruction; Learning Processes; *Preservice Teacher Education; Progressive Education; Secondary Education; *Social Studies
IDENTIFIERS- *Reflective Thinking

Completed at Ohio State in 1942, this seminal dissertation presents a clearly thought out statement of the necessary goals of the social studies in a democracy as these relate to the learning process, to the content, and to the teaching methods employed in social studies instruction. The dissertation is arranged into seven chapters. Chapter 1, Origins of the Problem, emphasizes that to secure direction for the subject matter preparation of secondary history teachers, the approach must begin by providing a theoretical basis from which to answer the question: What is it that the history teacher is being prepared to do? Examined in chapters 2, 3, and 4 are the nature of history as a school subject, implications of the democratic ideal for the teaching of history, and the unique function of information in a democracy. Chapters 5 and 6 discuss a theory of the role of historical materials inside the learning process and curricular implications of the theory. The last chapter emphasizes that the role of teacher-controlled subject matter in the secondary school history class is to help students think reflectively. The chapter stressed that a prospective teacher's subject matter preparation should be carried on in the light of his intent subsequently to use subject matter for the promotion of reflective thinking on the part of students and of the prospective teacher himself. (RM)

ED 237 392 SO 015 096

Rosenfelt, Deborah S., Ed.
Cross-Cultural Perspectives in the Curriculum. Resources for Change.
California State Univ., Long Beach. Office of the Chancellor.
PUB DATE- 82
AVAILABLE FROM- Women's Studies, San Francisco State University, 1600 Holloway Ave., San Francisco, CA 94132 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indians; Annotated Bibliographies; Asian Americans; Black Studies; Course Descriptions; *Cross Cultural Studies; Cultural Education; Economics Education; Ethnic Groups; *Ethnic Studies; Humanities Instruction; *Intercultural Programs; *Interdisciplinary Approach; Literature; Mexican Americans; *Multicultural Education; Psychology; Resource Materials; Secondary Education; Social Sciences; Sociology; United States History
IDENTIFIERS- Cultural Resources

The manual is designed to help secondary teachers integrate materials and perspectives concerning ethnic groups in the United States and their heritage into traditional classes in English, speech and communication studies, humanities, economics, psychology, and sociology. The manual contains three types of resource materials for implementing cross-cultural perspectives into the curriculum: bibliographies, an essay on cultural diversity as a resource in the classroom, and sample syllabi showing how various faculty participants have expanded cross-cultural materials in their classrooms. Over 1,000 books and articles are presented in the bibliographies. Most of the items are annotated, dated between 1960 and 1981, and focus on Blacks, Latinos (especially Mexican Americans), Asian Americans, and American Indians. The essay is about communication issues between teachers and students in ethnically-diverse classrooms. It addresses issues of both race and gender, acknowledging the interrelatedness of racism and sexism. Finally, over 20 course descriptions containing additional reading lists and related materials are followed by a brief list of ethnic films. (LH)

ED 237 407 SO 015 158

Myers, Donald W., Ed.
Catalog of Resources on International Understanding.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Area Studies; Asian Studies; Books; *Cultural Awareness; Educational Media; Educational Resources; Elementary Secondary Education; Foreign Countries; *Global Approach; Indexes; Instructional Materials; International Education; Middle Eastern Studies; Periodicals
IDENTIFIERS- Africa; Australia; Canada; Eastern European Studies; Latin America; Soviet Studies

Arranged in eight sections, this catalog provides elementary and secondary educators with resources on global education. General resources in section 1 are arranged under organizations and projects, language and area studies centers, youth exchange organizations, miscellaneous, and bibliographies of books, journals, and classroom activities. Section 2, Africa, contains separate listings of books, journals, films, and educators' and students' bibliographies, each subdivided by subject area. Section 3, divided into segments on East and Southeast Asia, includes lists of books, slides, films, and games. Lists of museums and newspapers are also included. Section 4 contains information on Australia organized under teachers' books, students' books, films, videos, resource kits, and aboriginal contacts. Resources on Canada, section 5, include listings of books, periodicals, newspapers, miscellaneous, games, and tourist bureaus. Section 6 cites books, texts, supplementary materials, teachers' guides, opportunities for continued study, and bibliographies on Latin America. Section 7, the Middle East, enumerates books, general information, literature, magazines, and media materials, each subdivided by country. Section 8 covers books, folktales, and films on the Soviet Union and Eastern Europe. Many sections list English and foreign language sources, and additional resources, embassies, and national organizations. The catalog concludes with a nine-page alphabetical listing of publishers and distributors and their addresses. (LP)

Norris, Neal; Salomon, Manjula
Futurism and Education: Some Perspectives for Global Educators. Occasional Papers Series, No. 3.
Global Perspectives in Education, Inc., New York, N.Y.
PUB DATE- Jun 83
AVAILABLE FROM- Global Perspectives in Education, Inc., 218 East 18th St., Box 76, New York, NY 10003 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Course Descriptions; Creative Thinking; Decision Making; *Educational Improvement; *Futures (of Society); Global Approach; Higher Education; Prediction; Problem Solving; Relevance (Education); Secondary Education; Trend Analysis

A working knowledge of futurist perspective is becoming essential to educators. While global education acquaints students with their responsibilities as members of a group extending beyond their personal and local boundaries, futurism awakens students to the interconnectedness of past, present, and future. Although debate exists over whether it is an art or science, futurism is defined by Toffler and others as a methodology that clarifies and communicates future possibilities to decision makers. A course entitled "History of the Future" taught at the secondary school and college level illustrates how this perspective can prepare students to make choices among perceived alternatives that may be considered when examining historical, contemporary, and future issues. The course begins with an introduction to the concepts of change, progress, and the future through a study of nuclear weapons capabilities. This is followed by an examination of 25 American historical myths, a consideration of historical fallacy, and an exercise in creating models of historical development. In the next phase of the course, a study of futures planning and problem solving techniques culminates in an exercise in which students play a future president faced with approving a Congressional bill which legalizes the manufacture and sale of renucleated ova. The course concludes with a survey of emerging societal trends. (LP)

ED 237 437 SO 015 193

Bailey, Ann C., Comp.; And Others
Teaching About China. A Collaborative Work of the Asia Society's Education and Communications Department and Its China Council.
ASIA Society, New York, N.Y.; China Council of the Asia Society, Washington, D.C.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 83
GRANT- G00-79-01699
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art History; *Asian History; *Asian Studies; *Cultural Education; Curriculum Enrichment; Foreign Countries; Human Geography; Language; Learning Activities; Literature Appreciation; Physical Geography; Secondary Education; *Social Studies; Teaching Guides; Teaching Methods; Units of Study
IDENTIFIERS- *China

Designed to supplement textbook study, this guide provides secondary school teachers with a compilation of recent scholarship on China. Eleven sections offer information, analysis, activities, and resources on Chinese geography, language, literature, art, and history to 1983. Sections 1 through 3 provide the following introductory information: rationale, various teaching strategies, and the Chinese romanization system. Sections 4 through 11 contain course materials. Section 4 discusses aspects of China's physical and cultural geography that have affected its historical development. Maps are included. In section 5, myths and facts about the Chinese language are presented and students practice calligraphy and interpret Chinese characters. Section 6 offers 2 essays on Chinese art. In section 7, 3 articles discuss techniques for using Chinese literature in the classroom. The remaining four sections provide a chronological treatment of the dynastic period, the decline of Imperial China, the revolutionary period, and the People's Republic. In each section, a critique of existing texts is followed by an essay which presents new scholarship and alerts teachers to misinformation and differences of opinion. Separate chapters then provide history, representative art and literature, activities, and teaching suggestions. The guide includes appendices concerning text evaluation, books and resources, and resource

ED 237 453 SP 022 558

Syvanen, Pat Horne

Almost 100 Ideas; For Teachers (and Parents, Too!).
PUB DATE- 82
AVAILABLE FROM- "Almost 100 Ideas", 179 Underpass Road, Brewster, MA 02631 ($7.95; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Classroom Environment; *Classroom Techniques; *Creative Teaching; Elementary Education; *Learning Activities; Teacher Developed Materials; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- PF Project

Designed for use primarily by elementary school teacher and parent use, the book presents practical ideas and teaching tips. Each idea is presented in large print on a separate page, accompanied by cartoon-like illustrations. Suggestions begin with things to do the first day of school and progress through the last week of school. Examples of ideas included are: a classroom job chart, daily journals, various uses of the Guiness Book of World Records, school buddy systems, class mothers, student autobiographies, and field trips. The book also presents suggestions for handling difficult students, checking student papers, and creating bulletin boards. Many of the ideas can be used with any age, from nursery school to adult education. (LH)

ED 237 469 SP 023 105

Cimino, Anita
Mastery Learning in Your Classroom. A Handbook for an Approach to an Alternative Learning Strategy. Centering On.
New York City Teacher Centers Consortium, NY.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
AVAILABLE FROM- New York City Teacher Centers Consortium, 260 Park Avenue, South, New York, NY 10010 ($1.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Elementary Secondary Education; Enrichment Activities; *Learning Strategies; *Mastery Learning; Mastery Tests; Parent Teacher Cooperation; Peer Teaching; Student Motivation; *Student Role; *Teacher Role; *Teaching Methods

Based on the concept that teachers can help students become better learners, mastery learning involves the identification of specific segments of learning and then mastery of them by individual students. Mastery learning provides a structure for teaching that includes class instruction followed by small group work. It is a group-based approach to individualized instruction in which students often can learn cooperatively with their classmates. Mastery learning is a way to individualize instruction within the framework of a traditional group instruction classroom setting. The mastery learning instructional model described in this publication involves four steps: (1) teaching the unit to the class; (2) giving a test to check students' learning at the unit's end and then assessing mastery of subject matter; (3) giving either enrichment activities or corrective activities to students as required; and (4) giving a second test to measure mastery again. This handbook also provides sample mastery learning units and answers to frequently asked questions about the mastery learning steps. (JMK)

ED 237 485 SP 023 312

Health Education for Georgia Middle Grades. A Competency-Based Approach.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Competency Based Education; Dental Health; Disease Control; Drug Abuse; *Educational Objectives; Family Health; *Health Education; Health Occupations; Individual Development; Intermediate Grades; Junior High Schools; Mental Health; Middle Schools; Nutrition; Physical Fitness; Record Keeping; Safety Education; Student Needs; Teaching Methods
IDENTIFIERS- *Georgia

This guide for middle school health education teachers in Georgia first sets forth the state policies on the school's responsibility for student health, the general objectives of health education, and the purposes of school health services programs. Instructional units are provided for grades 5 through 8. Topics covered in the units include: (1) mental health; (2) nutrition; (3) drug use and abuse; (4) safety and first aid; (5) dental health; (6) family living; (7) disease prevention; (8) environmental and consumer health; and (9) health careers. For each unit, instructional methods are suggested, a general course description is given, and a course outline provided. Each educational objective has suggested performance indicators and matching instructional activities. A list of instructional resources includes media sources, textbooks, selected reading references, college and universities with degree programs in health and safety education, and organizations offering health education materials. Appendices include samples of health record keeping materials, steps to curriculum development, and suggested elements for a secondary education course guide. (JD)

ED 237 500 SP 023 402

Epstein, Joyce L.

Effects on Parents of Teacher Practices of Parent Involvement. Report No. 346.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Home Study; Learning Activities; *Parent Attitudes; Parent Background; Parent Participation; Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Teaching Methods

A survey of parents of 1269 students in 82 first, third, and fifth grade classrooms in Maryland was conducted to investigate the effects (on parents) of parent involvement techniques (used by teachers) for learning activities at home. Some of the teachers were recognized by their principal for their leadership in the use of parent involvement, while other teachers frequently used parent involvement, and some used few, if any, parent involvement techniques. Survey results indicate that parents have generally positive attitudes about their child's school and teacher. However, many parents receive few or no communications from the school, few are involved at the school, and most believe that schools could do more to involve parents in home learning activities. It was also found that teacher-leaders used parent involvement practices more often and more equitably with parents of all educational levels. Parents of children with teachers who frequently use home learning activities are more aware of teachers' efforts, receive more ideas from teachers, know more about their child's instructional program, and rate the teacher higher in interpersonal skills and overall teaching quality. Other types of parent involvement, such as routine communications from the school or parent involvement at the school, do not have as strong or consistent effects on parents. (Author/CJB)

ED 237 514 TM 820 818

Wainer, Howard
Testing and Test Theory: Whither and Whence.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RM-82-1
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Difficulty Level; *Latent Trait Theory; Metaphors;
*Testing; Test Items; Test Reliability; *Test Theory

This paper is the transcript of a talk given to those who use test information but who have little technical background in test theory. The concepts of modern test theory are compared with traditional test theory, as well as a probable future test theory. The explanations given are couched within an extended metaphor that allows a full description of the concepts and implications of test theory without utilizing any mathematics. (Author)

ED 237 532 TM 830 782

Klein, Stephen P.; Bolus, Roger
The Effect of Item Sequence on Bar Examination Scores.
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand-P-6857
PUB DATE- Apr 83
AVAILABLE FROM- Rand Corp., 1700 Main Street, Santa Monica, CA 90406 (P-6857-$4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Cheating; Cost Effectiveness; Item Analysis; *Multiple Choice Tests; Scores; Test Construction; *Test Format; *Testing Problems; Testing Programs; *Test Items
IDENTIFIERS- *Item Position (Tests); *Multistate Bar Examination; National Conference Of Bar Examiners

A solution to reduce the likelihood of one examinee copying another's answers on large scale tests that require all examinees to answer the same set of questions is to use multiple test forms that differ in terms of item ordering. This study was conducted to determine whether varying the sequence in which blocks of items were presented to examinees would affect test and/or item characteristics. Sixty items drawn from four content areas of a secure version of the Multistate Bar Examination (MBE) were constructed into four test forms and administered to 2940 bar applicants randomly divided into four groups. The testing design provided two independent tests of sequence effects under a 55 minute time limit and a 90 minute time limit. The four groups had almost identical means and standard deviations on the full 200 item MBE. The findings indicate that variations in the order in which blocks of MBE items were asked had little or no effect upon test or item statistics. This was true under the regular time per item as well as under almost total power conditions. The use of such forms appears to be a psychometrically sound and cost effective method for discouraging cheating in those testing programs that face the same policy constraints as are encountered on bar examinations. (PN)

ED 237 549 TM 830 812

Enochs, J. R.; And Others
The Relationship of Learning Style, Aptitude and Instructional Program Variables to Achievement in the Military Training Environment.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Adults; Aptitude Tests; *Cognitive Style; Evaluation Methods; *Group Instruction; *Individualized Instruction; *Military Personnel; Pacing; *Predictor Variables; *Vocational Aptitude
IDENTIFIERS- Armed Services Vocational Aptitude Battery; Self Paced Instruction

The purpose of this study was to determine how 16 Navy (self-paced) and 18 Marine Corps (group-paced) Aviation Storekeeper Schools students would perform on the same test, assessing mastery of an identical topic related to the selected variables of learning styles and Armed Service Vocational Aptitude Battery (ASVAB) test scores. No significant difference was found between the self-paced or group-paced instruction. Pretest scores indicated that students knew very little information regarding the learning tasks prior to instruction. Those who scored higher on the ASVAB test preferred learning styles utilizing independent work and direct experience in learning. The better achievers also did not need as much specific information on assignments and also did not prefer to work with things. Data in this research study do indicate that students who enjoy learning independently tend to achieve better, which would be expected in classes taught by self-paced methods. (PN)

ED 237 566 TM 830 831

Millman, Jason
A Primer on Decision Analysis Procedures. Research on Evaluation Program. Paper and Report Series No. 83.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cost Effectiveness; *Decision Making; Educational Research; Guidelines; *Program Evaluation; *Research and Development Centers; Research Needs
IDENTIFIERS- *Northwest Regional Educational Laboratory; Technical Assistance Centers

The Northwest Regional Educational Laboratory presents a primer for making educational decisions more systematic, containing a collection of (1) prescriptive guides for clarifying problems and objectives, (2) suggestions for identifying possible solutions, (3) criteria for judging solutions, (4) methods for measuring values, and (5) strategies for combining these elements to reach a decision. An annotated bibliography of nine sources from 1953 to 1981 is included. The appendices discuss alternatives to decision analysis procedures and the measurement of costs. (PN)

Embree, Gertrude; Bell, Steven
The Measurement of Social Behavior of Infants and Toddlers in Groups.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; *Day Care Centers; Early Childhood Education; Field Tests; *Infant Behavior; *Infants; *Social Behavior; *Social Development; *Test Construction; Training Methods
IDENTIFIERS- *Toddlers

A 36-item observation instrument was developed for measuring appropriate social development in infants and toddlers. Checklist items indicated such behaviors as asking, protecting, comforting, lending, sharing, hugging, playing with, joining, laughing, smiling, looking at, performing request, leading, following, and conversing. Use of the instrument required that individual children be observed for 5 minutes four times in a 1-month period. Observers were directed to indicate behaviors they saw occur at least once. Observer training procedures developed in conjunction with the checklist consisted of three parts: (1) previewing and discussing instrument content and scoring directions, (2) viewing a 5-minute videotape of infant or toddler behavior in a center setting, and (3) observing a selected child jointly and unobtrusively. Total training time varied between 1 and 3 hours. In a field test of the instrument, 39 boys and 33 girls between the ages of 5 and 39 months at the Berry College Infant Toddler Center were unobtrusively observed each week for a 12-month period. Findings revealed a steady increase in the number of adaptive behaviors enacted over the year. It was concluded that caregivers, teachers, parents, and students interested in strengthening observation skills will benefit from an analysis and discussion of this instrument. (A copy of the checklist is appended.) (RH)

ED 237 216 PS 013 968

Robinson, Marijke
Social Background and Educational Opportunity. Occasional Papers Sociology and Social Work, No. 5, 1982.
New Zealand Council for Educational Research, Wellington.; Victoria Univ. of Wellington (New Zealand).
PUB DATE- 82
AVAILABLE FROM- Department of Sociology & Social Work, Victoria University of Wellington, Private Bag, Wellington, New Zealand ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Aspiration; Cultural Differences; Educational Attainment; Employment Level; Equal Education; Family Environment; *Family Influence; Foreign Countries; *High School Students; Literacy; Parents; Secondary Education; Sex Differences; *Social Bias; *Social Class; Sociolinguistics; Subcultures
IDENTIFIERS- *New Zealand

An investigation was made to determine whether family environmental factors influence the educational performance of New Zealand children to an extent similar to that found in other countries. School records of all 1970 third-form entrants at two schools in the greater Wellington area were examined, and a questionnaire was administered to all pupils from forms 4, 5, and 6 within the same schools. Results indicated that, as they are in other advanced industrial countries, educational aspirations of secondary school pupils were closely associated with social class. Neither the school system nor the school social climate appeared capable of overcoming this condition. Differences in the achievement of children from different social groups were even more significant than their differences in aspirations. Almost three times more children from homes where parents held professional positions gained three or more School Certificate passes, as compared with children from homes where parents were employed in manual labor. This disparity was not

due to a proportionate difference in educational aspirations. Although most of the home background variables investigated were to some degree related to educational performance, few were constant in this relationship. Only parental education and family literacy were found to be independent of social class influences; these factors appeared to have the same effect on pupils' educational performance, regardless of the parents' work situations. (RH)

ED 237 288 RC 014 462

Mountain, Karen; And Others

The Rural Texas Domestic Violence Health Professionals Education Program. Final Report.

Texas Univ., Austin. Center for Social Work Research.
SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Change Agents; Community Involvement; *Community Problems; *Conferences; Data Analysis; Data Collection; Educational Objectives; Family Problems; Guidelines; *Health Personnel; Human Services; *Improvement Programs; *Inservice Education; Interviews; Networks; Program Descriptions; Program Evaluation; Questionnaires; Records (Forms); *Rural Areas; Tables (Data)
IDENTIFIERS- *Family Violence; *Texas

The Rural Texas Domestic Violence Health Professionals Education Program (RTDVHPEP) was designed as an initial and circumscribed effort in the establishment of a comprehensive network of services for Texas victims of rural domestic violence. Immediate goals of RTDVHPEP were to provide rural health care professionals with knowledge and skills to identify domestic violence victims, utilize and coordinate existing services and resources, create needed services, and design local networks. Rural health providers who participated in the five RTDVHPEP conferences developed increased awareness of their role as community change agents and became familiar with the network of existing domestic violence services. This led to development of working relationships between rural health providers and domestic violence service providers, thus creating/expanding local services, strengthening the existing service network, enhancing public awareness, and helping to foster social change. Program achievements included increased statewide awareness of rural domestic violence, creation of new services, improvement of existing services, creation of a nonmetropolitan health/human service provider database, compilation/analysis of rural domestic violence research data, development of local/regional/state networks, organization of 5 conferences for 612 health/human service providers, development of tools for rural health/human service providers, and creation of a model for a cost-effective, high-impact education program. (MH)

ED 237 583 UD 022 829

Characteristics of the Population Below the Poverty Level: 1981. Consumer Income. Current Population Reports, Series P-60, No. 138.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Mar 83

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($7.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTIONS- Blacks; Census Figures; Children; *Demography; *Economically Disadvantaged; Economic Factors; Family (Sociological Unit); Females; Heads of Households; Hispanic Americans; Males; Older Adults; *Poverty; Poverty Areas; Rural Farm Residents; *Statistical Analysis; Whites

IDENTIFIERS- *United States

This report presents detailed social and economic statistics, based upon the Current Population Survey of March 1982, for the United States population below the poverty level in 1981. Poverty data are cross-classified by such characteristics as race, family relationship, type of residence, work experience, and type of income received. Between 1980 and 1981, the number of persons below the poverty level rose from 29.6 million to 31.8 million, and the poverty rate rose from 13.2 to 14.0 percent. Among the factors contributing to this increase were the recession that began in 1981 and a 10.4 percent increase in consumer prices during the year. The data show that poverty increased (1) among both blacks and whites; (2) among children; (3) in all major geographical areas; (4) at a higher rate in central cities than in other parts of metropolitan areas; (5) in the South and in the three other regions combined; (6) among nonfarm residents; (7) among families; (8) among married people and female-headed families; and (9) among unrelated individuals. Also, the data show that half of all families below the poverty level were maintained by women with no husband present. (CMG)

ED 237 202 PS 013 944

Grandparents Rights. Report Together with Additional Views To Accompany H. Con. Res. 45 which on Feb. 7, 1983, Was Referred Jointly to the Committees on the Judiciary and Education and Labor from the Committee on Education and Labor. House of Representatives, 98th Congress, 1st Session, Rept. 98-61, Part 1.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Childrens Rights; *Civil Rights; *Family Relationship; *Federal Legislation; *Grandparents

IDENTIFIERS- *Proposed Legislation; *Visitation Rights

This very brief legislative report summarizes the House of Representatives Concurrent Resolution 45, a resolution calling for the development of a model Uniform Grandparents Visitation Act (UGVA). The UGVA would grant grandparents adequate rights to petition state courts for visitation privileges with their grandchildren following marriage dissolution of such grandchildren's parents. The legislative background of and justification for the resolution are stated, and its costs and inflationary impact are estimated. Additional views included in the report emphasize that the resolution does not mandate or require the development of such a model act and point out that realizing the aims of the resolution may take considerable time. (RH)

ED 237 363 SE 043 577

Hart, K. M.; And Others
Secondary School Children's Understanding of Mathematics. A Report of the Mathematics Component of the Concepts in Secondary Mathematics and Science Programme.
Chelsea Coll. of Science and Technology, London (England).

SPONS. AGENCY- Social Science Research Council, London (England).
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Educational Research; Learning Theories; *Mathematical Concepts; Mathematics Curriculum; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Test Construction; Testing; *Vertical Organization
IDENTIFIERS- Concepts in Secondary Mathematics Science Project; England; *Mathematics Education Research; Sequences (Mathematics)

This research is part of the London-based Concepts in Secondary Mathematics and Science Project. It is derived from developmental psychology, with particular emphasis on the implications of the results to the teaching of mathematics in secondary schools. A basic premise is that if one first identifies the child's present level of understanding of a particular mathematical topic, it will then be possible to select appropriate experiences to facilitate the movement of the child from this level to a higher one. In this portion of the research, tests were developed to enable teachers to classify children on the continuum of understanding, and data from large-scale testing were used to generate detailed descriptions of these levels for a number of mathematical topics. The eight chapters of the report focus on needs, a review of related literature, and an outline of the methodology used; the development of items, including a summary of the content of each test; the development of a marking scheme; selection of the sample and administration of tests; statistical methods of forming a hierarchy; the hierarchies for each topic area; strategies and errors; and a summary. Eight appendices, most related to statistical concerns, are also included. (MNS)

ED 237 454 SP 022 580

Ricecraft: Rice Is for More Than Eating.
Rice Council of America, Houston, TX.
PUB DATE- 82
AVAILABLE FROM- The Rice Council for Market Development, P.O. Box 740121, Houston, TX 77274 (0-100 copies free, $63.80 per thousand).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art Activities; Art Products; Childrens Art; Creative Activities; Elementary Education; *Handicrafts
IDENTIFIERS- PF Project

Rice can be the basis for mosaics, flower arrangements, games, toys, and many things children would like to make. It can add new dimensions to making candles, coasters, and jewelry. Working with

rice can aid in the development of appreciation of texture, symmetry, coordination, imagination and, at the same time, result in hand-made gifts for friends and family. Nine craft ideas and instructions for "tinting" rice are provided in this brief guide. (JW)

ED 237 515 TM 830 049

Holland, Paul W.; Rubin, Donald B.
On Lord's Paradox. Program Statistics Research.
Educational Testing Service, Princeton, NJ. Program Statistics Research Project.
REPORT NO.- ETS-PSRP-TR-82-34; ETS-RR-82-36
PUB DATE- 21 May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Estimation (Mathematics); *Influences; *Mathematical Models; *Research Methodology; *Statistical Analysis; Statistics
IDENTIFIERS- Causal Inferences; *Causal Models; *Lord (Frederic M); Lords Paradox

Lord's Paradox is analyzed in terms of a simple mathematical model for causal inference. The resolution of Lord's Paradox from this perspective has two aspects. First, the descriptive, non-causal conclusions of the two hypothetical statisticians are both correct. They appear contradictory only because they describe quite different aspects of the data. Second, the causal inferences of the statisticians are neither correct nor incorrect since they are based on different assumptions that our mathematical model makes explicit, but neither assumption can be tested using the data set that is

described in the example. We identify these differing assumptions and show how each may be used to justify the differing causal conclusions of the two statisticians. In addition to analyzing the classic "diet" example which Lord used to introduce his paradox, we also examine three other examples that appear in the three papers where Lord discusses the paradox and related matters. (Author)

ED 237 567 TM 830 832

Murray, Stephen L.; Braverman, Marc T.
Insuring Equity in Student Selection under Chapter 1. Research on Evaluation Program. Paper and Report Series No. 84.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Compensatory Education; *Decision Making; Educationally Disadvantaged; Educational Research; Equal Education; Models; *Program Evaluation; Research and Development Centers; Research Needs; *Resource Allocation; *Student Placement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Northwest Regional Educational Laboratory; Technical Assistance Centers

This paper describes and illustrates a decision theory model to analyze student selection strategies in Chapter 1 programs. The relationship between the method and the practice of moral evaluation activity is based on viewing justice as a fundamental moral concern in distributing resources, one which is accomplished, in part, through student placement decisions. The decision theory is well suited to promote services for the most disadvantaged if one accepts the premise that academic advantage is best measured by standardized achievement tests and that schools in poverty neighborhoods require additional support to serve those students. The model, its rationale, application, and limitations are discussed. (PN)

ED 237 170 JC 830 832

Fullen, Jim; Coverdale, Edna
Ethics in Health Care. Syllabus #1006.2.
Central Ohio Technical Coll., Newark.
PUB DATE Jul 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Allied Health Occupations Education; Ethical Instruction; *Ethics; *Health Needs; *Moral Issues; Two Year Colleges; Units of Study; Vocational Education
IDENTIFIERS- PF Project

A 12-week course in health care ethics offered by Central Ohio Technical College is described. Following a list of objectives, a week by week outline charts the following topics covered in the course: ethics in health, an introduction to ethics, utilitarianism and egoism (goal-based ethical theories), divine command and social law (duty-based ethical theories), categorical imperative and maximum principle (rights-based ethical theories), and situationism and prima facie duties (intuition-based ethical theories). Topics are accompanied by course assignments and interspersed with in-class simulations and case studies in ethical inquiry. The syllabus concludes with explanations of course requirements and grading criteria. (LP)

ED 237 187 PS 013 469

Saraswathi, T. S.; Verma, Amita

Center for Studies in Child Development and Early Childhood Education: Focus on Issues and Concerns of Developing Countries.

PUB DATE- 82
LANGUAGE English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Careers; *Child Development; Developing Nations; Disadvantaged; *Early Childhood Education; *Higher Education; Intervention; *School Role; Social Change; *Social Influences
IDENTIFIERS- *India; *MS University of Baroda

The intent of this discussion is to briefly (1) examine the history of child development as an area of specialized study in India; (2) describe how the program of studies offered by the Department of Child Development at the M. S. University of Baroda reflects increasing social demands and pressures for greater involvement of social scientists in development programs and social policy making; (3) identify the current standing and future prospects of professional child development workers; and (4) project the readiness of the department to become a Center for Advanced Studies in Child Development and Early Childhood Education, with special emphasis on issues related to developing societies. (Author/RH)

ED 237 230 PS 013 983

Dirks, Jean A.
The Relative Importance of Style of Movement vs. Physical Appearance in Person Recognition.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Body Language; *Physical Characteristics;

Preadolescents; Preschool Children; *Recognition (Psychology); *Visual Discrimination; Visual Stimuli; Young Adults
IDENTIFIERS- *Body Movement Style

Two experiments were conducted to determine the relative importance of style of movement versus physical appearance in person recognition. The first study investigated the capabilities of young children and adults to recognize target individuals' styles or manners of movement and to distinguish between people when their faces were not visible. A total of 36 preschool children (ages 5 to 6 years), 36 school age children (ages 8 to 11 years), and 36 adults (ages 19 to 39 years) were given a paired-comparison recognition task involving stimuli videotaped in black and white. In the second experiment, 28 preschool children and 28 adults observed target individuals with their faces and hair visible. In both studies, targets were observed either while engaged in repetitive gross motor activity (active movement) or while being pulled back and forth on a wheeled cart (passive movement). The experiments suggest that children start out life with the capability for utilizing many sources of information as a basis for recognizing people. The young children used movement differences rather than bodily differences as a basis for recognition. By contrast, the adults gave more emphasis to physical appearance and did not make use of style of movement in identification. These developmental differences imply that adults may be likely to describe acquaintances in terms of their physical appearance, while young children may think of people in broader terms. (BJD)

ED 237 246 PS 014 030

Morris, Anne G.
A Parent Education Program in the Pediatric Clinic. Final Report.
Mount Sinai School of Medicine, New York, N.Y.

SPONS. AGENCY- Office of Child Development (DHEW), Washington, D.C.
PUB DATE- 28 Jun 77
GRANT- OCD-CB-39
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Blacks; Clinics; *Ethnic Groups; *Health Facilities; Hispanic Americans; Infants; Intervention; *Low Income Groups; *Mothers; *Parent Education; *Preschool Children; Program Effectiveness

A study was conducted to determine whether a medical facility could provide an ecologically viable base for an educational intervention program for low income parents of preschool children. A total of 518 mother/child dyads participated in the study. Children were 20 to 39 months of age; 60 percent were Hispanic, and 40 percent were Black. Since a control group was deemed inappropriate, subjects matched by age, sex, and ethnicity were assigned to either an early or a late group. Children were tested in English or Spanish on the Cattell Infant Intelligence Scale and/or the Stanford-Binet Intelligence Test before and after they entered the program. Parent/child interaction was observed, a toy-sorting task was administered, and two questionnaires were completed by parents to ascertain their views about the program and their knowledge about child development. The parent education program emphasized the importance of the parent as a teacher providing rational explanations and optional solutions to help the child learn during play activities. For each age group, 12 sequentially graded exercises were developed; these concentrated on problem solving, perceptual-motor skills, and language skills. Among numerous findings, pretest and posttest comparisons indicated that low income parents could improve their preschool children's performance. (Related materials are appended, including sample program worksheets and a list of program materials.) (RH)

RC

ED 237 261 RC 014 357

Sandoval, Lester
Analysis of Post Secondary Educational Pursuits of the Jicarilla Apaches of New Mexico.
PUB DATE- 11 Dec 78
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- Academic Achievement; *American Indian Education; Career Counseling; College Attendance; *College Preparation; College Students; Cultural Background; *Educational Assessment; Educational History; Educational Needs; Failure; Family Role; Higher Education; High School Graduates; High Schools; Outcomes of Education; *Reservation American Indians; *Student Attitudes; Student Financial Aid; Student School Relationship; *Success; Teacher Role
IDENTIFIERS- *Jicarilla Apache (Tribe)

A study investigated variables related to the success or failure of New Mexico Jicarilla Apaches in their pursuit of post-secondary education, including adequacy of high school experiences as preparation for post-secondary education. Subjects (54 males, 67 females) responded to a questionnaire using items from two instruments previously developed for follow-up studies of American Indian high school graduates. Data indicated that Jicarillas were less assimilated into the dominant culture than were other tribes, as they retained use of the Apache language and life style and had a greater degree of Indian blood. The most important factor in the withdrawal of Jicarillas from post-secondary education was the lack of adequate high school preparation; math and science were the most difficult high school subjects for both college attenders and non-attenders. Respondents felt high school counselors had not provided adequate information about post-secondary education, parents and teachers provided most encouragement in choosing a college major, and tribal scholarships were the most important source of financial aid. Recommendations called for evaluation of Jicarilla high school curriculum, better career counseling, upgraded job skills for reservation employees, use of Jicarilla college graduates to adapt the schools to Jicarilla students' needs, and selection of scholarship committee members knowledgeable about post-secondary education. (Author/MH)

ED 237 275 RC 014 448

Goodluck, Charlotte
Recruitment of Native American Parents: Ideas for Practice.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adoption; American Indian Culture; *American Indians; Child Welfare; Cultural Awareness; *Foster Family; *Parents; Placement; *Recruitment; Social Services; *Social Workers

Recruitment of Native Americans to be foster or adoptive parents for Native American children involves careful planning, preparation, and work. In addition to making standard administrative decisions and maintaining required records, social workers must be sensitive to the attitudes, lifestyle, and culture of Native Americans recruited as adoptive or foster parents. Social workers can further recruitment in many ways, including distributing materials at Indian Center board meetings and pow wows, making and distributing posters of children, discussing needs on radio and television and in tribal newspapers, attending tribal meetings, distributing fact sheets on their programs, and visiting local agencies and public health offices to talk with staff and parents. Once parents have been recruited, social workers must respond quickly and sensitively. Statewide identification of Indian parents, computer data bank information on available children and parents, and photolisting of available families can facilitate adoption of Native American children by Native American parents. Included are a list of five resources to contact regarding Native American adoption and foster care, a sample recruitment form, recommendations regarding permanency planning, and a 40-item bibliography of books, articles, tapes, and cassettes available on loan from the Region VIII Child Welfare Training Center in Denver, Colorado. (SB)

ED 237 318 SE 043 400

Secada, Walter G.

The Educational Background of Limited English Proficient Students; Implications for the Arithmetic Classroom.

Bilingual Education Service Center, Arlington Heights, Ill.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 83
GRANT- G008007106; G008200708
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Algorithms; Arithmetic; *Cognitive Processes; Cultural Influences; Division; *Educational Background; Elementary Education; *Elementary School Mathematics; Language Handicaps; *Language Skills; *Limited English Speaking; *Mathematics Instruction; Number Concepts; Numbers; Subtraction; *Teaching Methods

The educational background of students termed "limited English proficient" (LEP) is discussed, with consideration of how that background might affect the LEP student's learning of arithmetic. Reasons why knowledge of background is important are first noted. Then examples of different ways to read and write numerals and differing subtraction and division algorithms are presented, to illustrate how LEP students might have learned to approach arithmetic in ways that differ from those typically taught. Implications of these differences and some specific suggestions for instruction are discussed. Finally, some general conclusions and recommendations are made. (MNS)

ED 237 378 SO 014 962

Reynolds, Jim

Relative Autonomy Reconstructed. Revised.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Comparative Education; *Economic Change; Educational Objectives; Educational Practices; *Educational Sociology; Elementary Secondary Education; Government School Relationship; *School Role; *Social Change
IDENTIFIERS- Correspondence Theory; *Great Britain; Marxism; *Relative Autonomy Theory; United States

The British school system has relative autonomy, and therefore, could be potentially transformative--used to change existing economic and social relations. The correspondence thesis, which states that the schools perpetuate existing capitalist economic and social relations and serve as agents of reproduction, was the dominant paradigm of the last decade within the British sociology of education. This thesis has been bitterly contested, and, in recent years, substantially modified. Four developments within British social science over the last decade suggest a form of relative autonomy that grants considerable freedom to the educational system within British society to act either in a reproductive or transformative fashion. The four developments are: (1) the lack of fit between what the educational system produces and the needs of the British economic structure, (2) recent findings in social policy studies, (3) the partial penetration of capitalism in Britain, and (4) the independence of the school. The relative autonomy theory may be a helpful method by which Marxists may cope with the empirical reality of the British educational system/economy relationship. It suggests not that humans are either free or determined, but that there are both determinations and freedoms. It may be the organizing framework around which to build an empirically valid, intellectually coherent, and policy relevant British sociology of education. (RM)

ED 237 393 SO 015 097

Law-Related Education Evaluation Project, Final Report. Phase II, Year 2.

Center for Action Research, Inc., Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

SPONS. AGENCY- National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- Sep 83
GRANT- 79-JN-AX-0036
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Curriculum Development; Curriculum Evaluation; Delinquency; *Delinquency Prevention; Educational Change; Elementary Secondary Education; *Legal Education; Program Evaluation; Program Implementation; Student Attitudes; Student Behavior; Teacher Education; Teaching Methods

Results of a 3rd-year evaluation of a national law-related education effort (LRE) are presented. Attention is centered on the activities of three curriculum projects--the Constitutional Rights Foundation, the National Institute for Citizen's Education and Law, and Law in a Free Society--which were implemented in California, Michigan, and North Carolina. Program institutionalization activities of the American Bar Association and Phi Alpha Delta fraternity are also examined. Five substantive chapters cover the following aspects of these programs: teacher training efforts, implementation of the curricula in 35 classrooms, impact of the curricula on student attitudes and behavior with respect to delinquency prevention, impact of classroom settings and practices on delinquency prevention, and institutionalization efforts within the target states and nationwide. Each chapter is divided into five sections dealing negatively with the research problem, guiding questions, methods, results, and conclusions. A final chapter reviews conclusions about implementation and advances recommendations. The report concludes with appendices on instrumentation, classroom implementation narratives and data, supplementary impact tables, indicators of institutionalization, and excerpts from state institutionalization plans. (LP)

ED 237 408 SO 015 162

James, Bruce
Current Issues. 1983/84 Edition.
Close Up Foundation, Arlington, VA.
PUB DATE- 83
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Agriculture; Anthologies; Budgets; Civil Rights; Conflict; Controversial Issues (Course Content); Crime; *Current Events; Economics; Educational Policy; Energy; Environment; Federal Programs; Financial Policy; *Foreign Policy; Immigrants; International Relations; International Trade; National Defense; Policy Formation; *Political Issues; Political Science; Poverty; Public Affairs Education; *Public Policy; Secondary Education; Social Services; Social Studies; Technical Assistance; Transportation; *United States Government (Course); Urban Areas; Urban Renewal; World Problems
IDENTIFIERS- Arab States; Caribbean Islands; Central America; China; Europe (West); Foreign Aid; Israel; South Africa; *United States; USSR

Written for students participating in the Close Up government studies program, a week-long field experience in Washington, D.C., the readings in this booklet may be incorporated into social studies units on government, political science, or current events. Following an introduction to members of the Reagan Administration and the Supreme Court and to the key issues of the 98th Congress and the 1983 budget, the booklet is divided into 2 sections. Section 1, focusing on domestic policy issues, includes readings on the economy, environment, education, social welfare, civil rights, energy, urban problems, crime, transportation, agriculture, and immigration. Readings in section 2, foreign policy issues, cover the Soviet Union, defense, nuclear proliferation, international trade, world poverty and U.S. foreign aid, Western Europe, Central America and the Caribbean, China, the Arab-Israeli conflict, South Africa, and Namibia. Each reading selection includes the following components: an introduction to the issue; a list of key questions to focus reading; background, current issues, and future outlook on the issue; and a brief debate on the pros and cons of one key question raised in the reading. (LP)

ED 237 423 SO 015 179

Cortes, Carlos
Teaching about Human Migration in Global Perspective. Occasional

Papers Series, No. 4.
Global Perspectives in Education, Inc., New York, N.Y.
PUB DATE- Jun 83
AVAILABLE FROM- Global Perspectives in Education, Inc., 218 East 18th St., Box 76, New York, NY 10003 ($1.50)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Comparative Analysis; Course Descriptions; Curriculum Development; Educational Needs; Ethnocentrism; Film Study; *Geography Instruction; *Global Approach; Higher Education; Immigrants; Junior High Schools; *Migration; Refugees; Teaching Methods; *United States History; *World History

How the theme of human movement--migration, and particularly immigration--can be integrated into junior high U.S. history and world history/geography courses is discussed. To avoid turning the study of migration into an unwitting process of reinforcing ethnocentrism, two steps need to be taken. First, the movement of people throughout the world should be viewed multidirectionally, not unidirectionally. Second, events should be viewed in multiple perspective from the standpoints of the various participants. For example, U.S. history courses, instead of focusing only on the east-to-west flow of civilization from Europe, should also examine the northwesterly flow of civilization from Africa to America and the northerly flow of Hispanic and Mexican civilization into the U.S. Southwest. Instead of merely examining the development of European civilization and European expansion into other world areas, a world history/geography course might begin with the examination of the independent development of civilizations in Europe, Africa, Asia, Australia, and the Americas, and then examine these processes globally. The paper concludes with a description of a course which utilizes film study to teach about global migration. (RM)

ED 237 470 SP 023 149

Primary Health Care--The Chinese Experience. Report of an Inter-regional Seminar on Primary Health Care (China, June 13-16, 1982).

World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-156077-0
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Citizen Participation; *Community Action; Family Health; Foreign Countries; Government Role; Health Education; Health Needs; *Medical Services; *Preventive Medicine; *Primary Health Care; *Rural Areas
IDENTIFIERS- *China

Addresses and team reports from an inter-regional seminar which examined aspects of primary health care in China are presented. Background information about the seminar is given along with an introduction to rural health services in China. The report considers four key issues: China's three-level health care network; involvement of the people; health manpower developments; and financing of rural health care. Among the points stressed were China's tremendous commitment to the task of improving the quality of life for its people, especially those in rural areas. Also emphasized was the close association of the health sector with every aspect of economic and social development, and the contribution of concerted action by all sectors to the raising of health standards. Particular notice was taken of the combination of western medicine with Chinese traditional medicine and the step-by-step development of appropriate technology. The involvement of the people, who not only take part in mass health campaigns and the delivery of health care, but also assume responsbility for the management of health activities at every level, is cited as perhaps the most important factor in the development of China's health care system. Major conclusions and general observations from the seminar are also included. (JD)

ED 237 486 SP 023 313

Middle Grades Physical Education: Grades 5-8.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Curriculum Development; Educational Resources; Intermediate Grades; Junior High Schools; Middle Schools; Physical Activities; *Physical Education; Physical Education Teachers; Physical Fitness; State Standards; Student Development; *Units of Study
IDENTIFIERS- *Georgia

This guide has been designed to assist the middle grades (5-8) physical educator in planning and providing Georgia students with meaningful activities to prepare them for physically active, healthy lives. Designed to provide middle grades physical education teachers with a framework for local curriculum development, this guide is available for the teacher to expand, constrict, adapt, and use in designing meaningful learning experiences for students. Chapter 1 provides an introduction to the manual, and the second chapter discusses characteristics of the transescent youth and physical education. The third chapter describes Georgia laws, policies, and standards. Chapter 4 (the longest chapter) discusses the instructional program, by outlining the framework for units of instruction and offering descriptions of 10 different physical education units. The fifth chapter provides information on conducting the instructional program, and chapter 6 offers class organization and management information. Chapters 7 and 8 respectively talk about measurement and evaluation, and extended programs. Nine appendices supply such things as a film list, an accident report form, and a content area/skill match-up chart. (JMK)

ED 237 533 TM 830 783

Lord, Frederic M.

Estimating the Imputed Social Cost of Errors of Measurement.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ETS-RR-83-33-ONR
PUB DATE- Oct 83
CONTRACT- N00014-80-C-0402
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cutting Scores; Decision Making; *Error of Measurement; *Estimation (Mathematics); *Latent Trait Theory; Measurement Techniques; Research Methodology; Scores; Social Problems; *Test Construction; *Testing Problems; Test Items
IDENTIFIERS- *Loss Function

If a loss function is available specifying the social cost of an error of measurement in the score on a unidimensional test, an asymptotic method, based on item response theory, is developed for optimal test design for a specified target population of examinees. Since in the real world such loss functions are not available, it is more useful to reverse this process; thus a method is developed for finding the loss function for which a given test is an optimally designed test for the target population. An illustrative application is presented for one operational test. (Author)

ED 237 550 TM 830 814

McLean, James E.; Lockwood, Robert E.
Sources of Error in an Angoff Type Standard Setting Process.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Standards; *Cutting Scores; Error of Measurement; Factor Analysis; Graduation Requirements; *Minimum Competency Testing; *Reliability; Secondary Education
IDENTIFIERS- Alabama Basic Competency Tests; *Alabama High School Graduation Examination; *Angoff Methods; Standard Setting

The sources of variability in the Angoff standard-setting procedure, when applied to the Alabama High School Graduation Examination (AHSGE), were examined. The sources of variability examined are judges, rounds (replications), competencies (items), and interactions among these three sources. After training, the judges were given a statement of a competency, the item specifications for measuring that competency, and a number of sample items based on those specifications. The judges were then asked to estimate the number of items out of 100, similar to the sample items, that they expected a minimally competent student should answer correctly. The initial difficulty estimates (p-values) comprised round one, and the estimates after discussing these p-values comprised round two. The results from the ratings were analyzed using factor analyses of the three sources of variability. The analysis was repeated for the three subject areas of the AHSGE: reading, mathematics, and language. In general, the judge by competency interaction accounted for the largest portion of variance. It seems, therefore, that providing the judges with the actual difficulty levels of items has little impact on the standard setting process. (PN)

ED 237 289 RC 014 463

Mounts, Deborah S.; Street, Steven C.
Whole Brain Learning Summer School Project. Migrant Child Education-Region II.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Affective Objectives; Behavioral Objectives; *Behavior Change; Change Strategies; *Classroom Techniques; Cognitive Style; Creative Activities; Educational Strategies; Elementary Secondary Education; Evaluation Methods; Inservice Teacher Education; Migrant Children; *Migrant Education; Pretests Posttests; Program Descriptions; *Student Attitudes; *Summer Programs; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- Brain Hemispheres; Sacramento City Unified School District CA; *Whole Brain Learning

The primary purpose of a Sacramento, California, summer school project for 200 migrant children (K-8) was to determine whether significant change in teacher and student behaviors would result from combining right brain and left brain learning activities for 34 school days. Objectives were to increase affective and social skills and academic growth in cognitive areas, utilize integrated teaching processes to enhance elementary/secondary academic and social skills goals, and encourage parent participation. Materials included a project manual, tests of left and right hemisphere ability, and four sets of lessons and materials (reading, math, brain hemisphere activities, social studies/science) used by eight teachers. Before summer school, teachers participated in inservice activities on matching teaching to learning styles, planning learning activities to involve a high degree of brain hemisphere integration, and coordinating natural language acquisition principles with integrated lesson plans. Weekly staff meetings encouraged sharing of teacher experiences; informal classroom observations collected assessment data. All K-8 students were pre/post tested with the Test of Right Hemisphere Ability; of 63 randomly-selected students followed throughout the program, 44 showed improved scores on the posttest. Student attitude improvement and affective development were also

achieved. Teachers experienced growth as measured by self-evaluations and classroom observations. Student and staff anecdotal remarks are included. (MH)

ED 237 303 RC 014 481

Kennedy, Don; And Others
Technological Delivery Systems.
PUB DATE- 83
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Access to Education; Audiovisual Aids; Audiovisual Communications; Audiovisual Instruction; Communications Satellites; *Delivery Systems; *Distance Education; *Educational Technology; Educational Television; Elementary Secondary Education; Foreign Countries; Home Instruction; Information Dissemination; Information Systems; Microcomputers; Outreach Programs; *Rural Education; *Telecommunications; Teleconferencing; Telephone Communications Systems; Telephone Instruction; Television Teachers
IDENTIFIERS- *Australia; *Interactive Systems; School of the Air (Australia)

A section on technological delivery systems, presented as part of the second Australian National Workshop on Distance Education (Perth, 1983), contains four papers on using technological resources to provide educational services to persons in isolated locations. The first paper, by Don Kennedy, covers the use of satellite broadcasting of course material to reach persons in the community who, for a number of reasons, including isolation, are unable to attend normal scheduled classes. Australia's National Satellite System is seen as ideal for providing high-quality voice communications, transferring data to/from student microcomputers, and providing distribution of audio/video material. Brenton Phillis' paper on using the Telecom system (the Australian telephone network) in education covers schools of the air, teleconferencing products/services available/anticipated from Telecom, and information Telecom needs to provide educational products/services. "Appropriate Technology for Distance Education," by Tony Dean, gives an overview of technological resources, separating interactive systems and resource media now available from those forseen for future use, and examines issues associated with using television in distance education. Colin Dunnett analyzes and evaluates the present status and future of distance education in terms of communication of information in an interactive delivery system and compares it to traditional face-to-face education. (MH)

ED 237 333 SE 043 417

Babco, Eleanor L.
Salaries of Scientists, Engineers and Technicians. A Summary of Salary Surveys. Eleventh Edition.
Scientific Manpower Commission, Washington, D.C.
PUB DATE- Nov 83
AVAILABLE FROM- Scientific Manpower Commission, 1776 Massachusetts Ave., NW, Washington, DC 20036 ($30.00, $2.00 invoicing charge).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTIONS- College Faculty; College Science; *Engineers; Federal Government; Higher Education; *Industry; Mathematics; *Paraprofessional Personnel; *Salaries; Science Departments; Sciences; *Scientists; *Surveys

This study brings together published and previously unpublished salary data from more than 50 salary surveys to provide a comprehensive picture of current salaries in industry, government, and educational institutions with breakouts by field, highest degree, sex, years since first degree, age group, category of employment, work activity, type of employer, geographic area, academic rank, Civil Service grade and grade distribution, and level of responsibility. A brief analytical text begins each of the following major sections: (1) starting salaries; (2) salaries of experienced scientific and technical personnel; (3) salaries of engineers; (4) salaries of technicians and technologists; (5) federal salaries; and (6) faculty salaries. Data are provided for each of these areas through 209 tables and 5 charts. A detailed table of contents and a cross index provide quick reference access to information in the tables. Each table includes its source, and the bibliography of the source provides both address and price of all published reports used. Containing principally 1981-1983 salary data, the study updates the 10th edition (November 1981) of this continuing series and chronicles the changes in salaries over the past two years. In every case where data are available by sex and/or by minority status, these breakouts are included. (JN)

ED 237 348 SE 043 560

Houghton, J. Reg

Environmental Education Manual for Grades I to XII.

Alberta Dept. of Education, Edmonton.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Case Studies; *Curriculum Guides; *Educational Objectives; Elementary School Curriculum; Elementary Secondary Education; *Environmental Education; *Interdisciplinary Approach; *Models; Secondary School Curriculum
IDENTIFIERS- *Alberta

This manual focuses on the interdisciplinary approach to environmental education for grades 1 to 12 by providing curriculum models for each grade level. Models, presented in a three-column format, display relationships between concepts and ideas with an environmental focus and various subjects/disciplines. The central column (headed Environmental Focus) is made up of two sections called themes and objectives (knowledge/understandings, skills/abilities/processes, and values/attitudes). These are connected through a system of linking arrows to right/left columns housing the "related strands" of material (topics/objectives) found within individual subject areas or disciplines. In an attempt to help the user become comfortable and familiar with the model of the curriculum plan, each grade is prefaced by a case study which describes an actual school setting and teaching situation. These studies are designed to "walk through" the model and allow the user to have some practice with its format and purpose. Included in appendices are: two special case studies focusing on the work of school administrators; objectives for topics in junior high courses (industrial education, home economics, business education) and senior high courses (industrial education, home economics); general objectives for environmental education; and other, related information. (JN)

ED 237 438 SO 015 194

Fraenkel, Jack R.
Is a Concept a Class of Particulars Having Attributes in Common or Not?
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classification; *Concept Teaching; *Definitions; Elementary Secondary Education; *Fundamental Concepts; *Teaching Methods
IDENTIFIERS- Wittgenstein (Ludwig)

This paper critiques Aumaugher's argument which states that the traditional view of concepts as a class of things with common attributes is an insufficient one, and, instead, offers a counterview, stemming from the work of Wittgenstein, which says that a concept is a term's use in the language. Aumaugher states that concept-terms are not always, if ever, used to refer to a set of cases having a feature in common. But this is somewhat misleading, because there are many concepts which are classificatory in nature. Examples include tourist, cat, tax, and game. Aumaugher then goes on to say that Wittgenstein's work suggests that if we wish to teach a concept, we should not set out to look for a feature or set of features that is common to the concepts, but, instead, should examine examples of the concept (games, for example) and look for a network of overall similarities. While there is nothing wrong or harmful in using Aumaugher's teaching approach, it may leave students without a basic reference point to use when trying to identify concepts. Furthermore, there are many concepts which do not lend themselves to being defined through the identification of attributes-in-common. (RM)

ED 237 455 SP 022 600

Smith, David C., Ed.
Essential Knowledge for Beginning Educators.
American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
CONTRACT- 400-83-0022
AVAILABLE FROM- American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Beginning Teachers; Classroom Research; Classroom Techniques; *Educational Improvement; *Educational Needs; Educational Planning; Educational Research; Educational Trends; Higher Education; *Preservice Teacher Education; Schools of Education; Student Evaluation; Teacher Attitudes; Teacher Education Curriculum; Teacher Education Programs; Teacher Educators; *Teacher Effectiveness; *Teaching Skills

Professional teacher educators recognize that the body of knowledge about teaching and learning is today more substantive, consistent, and authoritative than ever before. It should also be acknowledged, however, that too little of that knowledge is incorporated into the preservice education of teachers. This volume, containing 12 papers presented by eminent scholars at the February 1983 Annual Meeting of the American Association of Colleges for Teacher Education (AACTE) in Detroit, Michigan, represents some valuable current research into essential knowledge for beginning educators--that is, what educators must know to teach effectively. This book concentrates on research into generic components of preservice preparation programs. Those elements, as identified by the program committee of the AACTE meeting, include: (1) instructional planning; (2) management of instruction; (3) management of student conduct; (4) context variables; (5) diagnosis and measurement; and (6) evaluation. In this volume, as at the meeting, two researchers address each area. Also included in this work is a summary paper prepared for the AACTE meeting by B. Othanel Smith and an introduction by Virginia Koehler. The introduction presents a perspective on the evolving state of the art of research dealing with teaching and learning. The summary paper presents a statement and offers clear direction for the improvement of teacher education. (JMK)

ED 237 501 SP 023 404

Mosher, G. Wayne
Individual and Systemic Changes Mediated by a Small Educational Grant Program. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Curriculum Development; Elementary Secondary Education; *Grants; Inservice Teacher Education; Instructional Materials; Needs Assessment; *Program Development; Program Effectiveness; *Teacher Centers; Teacher Developed Materials; *Teacher Influence; *Teacher Participation; Teacher Role

The St. Louis Missouri Teachers Center Minigrant Program provides funds (up to $750.00) for individuals to use in developing specific educational projects. A study was made on what impact a minigrant program had on project developers and the educational systems they served. Data were collected through participant observation, recorded interviews, and examination of documents. The following implications were noted: (1) Teachers developed projects based on needs expressed at several levels: classroom, building, and district; (2) Teachers designed useful materials and workshop programs and learned about curriculum, publication, working with others, and implementing projects with students, and developed confidence in themselves as professionals; (3) Completed projects provided satisfaction and a sense of accomplishment; (4) Teachers involved in curriculum development exhibited a strong tendency to design materials grounded in the realities of classroom instruction; (5) The program served as a catalyst for teacher involvement in projects that lead to knowledge of teaching and learning; and (6) Projects had a positive impact at classroom, building, and district levels. Findings are portrayed through case studies of the 49 projects and discussions on the data. The report also includes discussion of the study background, problem, and methodology. A minigrant application form is appended. (Author/JD)

ED 237 584 UD 022 915

Ascher, Carol

Improving the Mathematical Skills of Low Achievers. ERIC/CUE Fact Sheet Number 18.

ERIC Clearinghouse on Urban Education, New York, N.Y.

PUB DATE- Sep 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTIONS- Academic Ability; *Black Students; *Disadvantaged Youth; Economically Disadvantaged; Educational Improvement; Educational Needs; Educational Research; Elementary Secondary Education; *Learning Problems; *Low Achievement; Mathematical Enrichment; *Mathematics Achievement; *Mathematics Education; *Mathematics Skills; Minority Group Children

IDENTIFIERS- *National Assessment of Educational Progress; PF Project

Poor, minority, and low ability students suffer most from the general lack of sustained opportunity to study mathematics in American public schools. Studies indicate that preschool and kindergarten students show only minor social class or racial differences in mathematical thinking and that differences in mathematical performance among older students directly relate to the amount of math studied. A 1978 National Assessment of Educational Progress study of selected 9-, 13-, and 17-year-olds indicates that while the majority of American 17-year-olds have had 2 years of high school mathematics, black students have had only one year. While the National Assessment found no racial differences in cognitive level performance in mathematics, blacks had increasing difficulty with mathematical content as they became older. At age 9, blacks showed problems with variables and relationships; by age 17, they showed problems in all mathematical content areas. Although black students showed more positive attitudes towards math learning than their white counterparts at all age levels tested, this motivation alone was not sufficient to insure successful math performance. The National Diffusion Network offers a catalog of successful public school mathematics education programs. Most effective programs have included the following elements: individualized and small group instruction, calculator usage, laboratory work, cross-age tutoring, remedial pull out, and team games. (LP)

ED 237 203 PS 013 946

Bryant, Jennings, Ed.; Anderson, Daniel R., Ed.
Children's Understanding of Television: Research on Attention and Comprehension.
REPORT NO.- ISBN-0-12-138160-9
PUB DATE- 83
AVAILABLE FROM- Academic Press, Inc., 111 Fifth Avenue, New York, NY 10003 ($29.50; No postage charge on pre-paid orders).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTIONS- *Attention; *Children; *Childrens Television; *Commercial Television; *Comprehension; Concept Formation; Educational Research; *Educational Television; Interpretive Skills; Social Influences; Television Research; Television Viewing

Major collections of research contributions on the fundamental nature of children's television viewing have been compiled in this book. Each chapter presents the assumptions, methodologies, theories, and major research findings of a particular research program or tradition. Chapters 1 through 4 are directed toward the examination of children's attention to television. Specifically, studies address children's actions, reactions, processing, recall, and learning to watch television. Chapters 5 through 9 are oriented toward children's comprehension of the content and format features of the medium. These chapters focus on interpretation and inference, methodological exploitation of the medium, the social psychological view, approaches to reality judgment, and educational television's entertainment features. Research applications or interventions are proposed in chapters 10 through 13. These final chapters center on formative research on appeal and comprehension, implications for cognition, imagination and emotion, the nature of television literacy and the critical viewer, and the ways present reports may be synthesized and future research conducted. (BJD)

ED 237 217 PS 013 969

The Role of Education and Training in Relation to the Employment and Unemployment of Young People.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; Daily Living Skills; *Education Work Relationship; *Employment; Foreign Countries; *Job Training; *School Role; Secondary Education; Secondary School Students; *Unemployment; Young Adults
IDENTIFIERS- France (Paris)

With the rise in unemployment, the problems many young people face when they enter the labor market have become more acute. Misunderstandings exist about the role of education and training in relation to the problems of young people. Problems of underutilization of manpower cause unemployment and underemployment of young people; this situation in turn has social and economic repercussions. Education and training can help reduce unemployment and promote employment. Many countries have reduced unemployment rates by providing initial skill training and/or apprenticeship beyond compulsory schooling, and work experience programs have improved the chances of low achievers and the socially handicapped. Such efforts should prepare young people for employment within the context of preparation for adult life. Long-term educational plans should provide vocational training to minimize social disparities and ease the transition from education to working life. In addition, schools must lay the foundation for a working life by balancing theory and practice. Finally, it should be noted that school-based and enterprise-based initial skill training, as well as information and counseling, are important to the development of curricula. (BJD)

ED 237 516 TM 830 071

Saretzky, Gary D.
Carl Campbell Brigham, the Native Intelligence Hypothesis, and the Scholastic Aptitude Test.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RM-82-4
PUB DATE- Dec 82
AVAILABLE FROM- Educational Testing Service, Research Publications R-116, Princeton, NJ, 08541.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTIONS- *Admission Criteria; *College Entrance Examinations; Ethnic Groups; Heredity; Higher Education; *Intelligence Tests; *Nature Nurture Controversy; Selective Admission; *Selective Colleges; Testing Programs
IDENTIFIERS- *Brigham (Carl C); Educational Testing Service; Native Intelligence Hypothesis; Scholastic Aptitude Test

Ethnic, racial, and religious discrimination in selective college admissions was commonplace in the 1920's, but it is doubtful that the College Board's 1926 innovation, the Scholastic Aptitude Test (SAT), was developed to be used as an instrument of prejudice. By 1926, the use of quotas by elite colleges had made discrimination in admissions through the use of tests somewhat superfluous. Socially selective schools, in this early period, probably sought the SAT primarily to help evaluate "desirable" borderline candidates who could not otherwise demonstrate clearly their qualifications. The enthusiasm of at least one proponent of the SAT's precursor, the National Intelligence Test, did stem in part from a belief that such tests could be used to identify and reject presumably less intelligent college applicants from minority groups but by the time of the SAT's introduction, its creator, Carl Brigham, was skeptical that it measured intelligence. Although Brigham did support the "native intelligence" hypothesis early in his career, he publicly reversed his position in 1930 and thereafter stated that heredity had little to do with average performance on tests by ethnic groups. (Author)

ED 237 568 TM 830 833

Smith, Nick L.; Rutherford, William L.

An Illustrative Cost-Effectiveness Investigation of Field-Based Teacher Preparation Courses. Research on Evaluation Program. Paper and Report Series No. 85.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cost Effectiveness; Decision Making; Educational Research; *Evaluation Methods; Higher Education; *Program Evaluation; Research and Development Centers; Research Needs; *Teacher Education Curriculum
IDENTIFIERS- Northwest Regional Educational Laboratory; Technical Assistance Centers

This report provides an illustrative discussion of the nature of a cost-effectiveness study in a higher education setting. It focuses on the cost-effectiveness of two field-based teacher preparation courses taught in a college of education. It is not a comprehensive cost analysis study, but an exploratory review of the dimensions and problems of such a study to address specific, restricted program management questions. The cost analysis problem, costing of alternatives, discussion of costs, estimating the effects, and relating costs and effects are discussed. The appendices include: cost effectiveness of teacher preparation courses (possible program ingredients and cost items), final evaluation of student teaching form, and end of student teaching evaluation ratings and grade point averages. (PN)

Hartman, Rhona C., Ed.
Information from HEATH, January/February 1983.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 83
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTIONS- *Accessibility (for Disabled); College Applicants; *Disabilities; Educational Resources; Financial Aid Applicants; Financial Needs; Information Sources; Normalization (Handicapped); Postsecondary Education; Scholarships; Student Employment; *Student Financial Aid; Student Loan Programs; *Vocational Rehabilitation
IDENTIFIERS- PF Project; Vocational Rehabilitation Act 1973

Designed for advisors, administrators, and others who may assist disabled students in finding financial assistance for postsecondary education, this newsletter presents a discussion of the current status of federal financial aid legislation and related Vocational Rehabilitation agencies. Topics include private scholarship information, a 1983 conference calendar, information about student design and playwriting competitions, and recommended reading concerning employment for disabled students. In addition, recent newsletters, conferences, reports, fact sheets, resource guides, training modules, and other new resources focusing on events and issues affecting the lives of students with disabilities are briefly described. The final section presents questions and answers concerning LSAT examination adaptations for the disabled, the responsibilities of a university to assure accessibility of fraternities and sororities, and career planning for students who are profoundly hearing impaired. (LH)

ED 237 188 PS 013 635

Luchini, Alice, Ed.
A Parents' Guide for Well-Baby Care and Minor Hospitalizations.
Debcon, Inc., Bloomington, Ind.
PUB DATE- 81
AVAILABLE FROM- Debbie Coonrod, Debcon, Inc., 4503 N. Northwoods Lane, Bloomington, IN 47401 ($13.00 plus sales tax).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Child Development; *Child Rearing; Dental Health; Discipline; Diseases; Health Materials; Hospitalized Children; *Infants; Injuries; Medical Services; *Neonates; Nutrition; *Parent Education; Parent Materials; Play
IDENTIFIERS- PF Project; *Toddlers

This manual offers practical guidelines for many of the concerns that parents have about their infants and toddlers. The manual is divided into seven chapters; each is written by an expert in the field of pediatrics, early childhood education, nutrition, or family care. The following areas are covered: (1) newborn and infant care; (2) growth and development from birth to age three; (3) nutrition for infants and toddlers; (4) medical and dental care; (5) minor illnesses and injuries; (6) minor hospitalizations; and (7) discipline. Following each chapter is a bibliography of resources. Eight appendices offer information on sterilization of bottles and nipples, daily guide to good eating, preparation of evaporated milk/formula, recipes for play dough and finger painting, finger plays and songs, child development record book for parents, books for parents and babies, and medication and medical equipment for the home. A sample health record log concludes this manual. (EM)

ED 237 231 PS 013 984

Martin, William E.; Dreger, Ralph Mason

The Early Patterning of Social Behavior: Revisited.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Aggression; *Behavior Patterns; Factor Structure; Longitudinal Studies; *Personal Autonomy; *Preschool Children; Preschool Education; Rating Scales; *Social Behavior; Statistical Analysis

IDENTIFIERS- *Dependency (Personality); Dominant Behavior; Replication

Previously, analysis of repeated teacher ratings and time-sampling observations of selected social behaviors in young children had provided evidence of clearly delineated dimensionality in interpersonal orientations with substantial behavioral continuity and intra- and interindividual stability. The present investigation was designed to replicate and elaborate upon these earlier findings by making use of ratings of the same behavioral variables obtained from a larger and more heterogeneous group of children with a somewhat greater age range. The sample consisted of 62 boys and 50 girls enrolled in the Purdue Child Development Laboratories from 1968-69 through 1974-75 who met certain age requirements and for whom four consecutive ratings were available. Subjects were independently rated on 24 reliable seven-point scales used in the original study. Usually, the head and assistant teachers independently rated each child each semester. Results confirmed the previous conclusions regarding dimensionality, stability, and continuity in the early patterning of social behavior. (Author/RH)

ED 237 319 SE 043 401

Goldin, Gerald A.; Ellis, Joseph R.
Performance Difficulties Reported by First-Year Public School Science and Mathematics Teachers in Illinois.
Northern Illinois Univ., De Kalb.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Beginning Teachers; Educational Research; Mathematics Instruction; *Mathematics Teachers; Preservice Teacher Education; Science Instruction; *Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Surveys; Teacher Education; Teaching Methods
IDENTIFIERS- Illinois; *Mathematics Education Research

Difficulties encountered by first-year teachers of science and mathematics; were investigated in this study conducted in May 1981 in Illinois schools as part of a broader study involving teachers in other subject areas as well. A questionnaire was designed and mailed to 138 science and 104 mathematics teachers. Responses were received from 46 science and 32 mathematics teachers. For mathematics teachers, the highest percentage reporting considerable or extreme difficulty occurred in the teaching of the more advanced subjects: algebra II or trigonometry, plane geometry, and advanced placement mathematics or calculus. Problem solving was identified as the activity of greatest difficulty. Among science teachers, the highest percentages of difficulty were with chemistry and physics. Activities of greatest difficulty involved organizing and supervising laboratory activities and teaching computer skills, scientific method, and science problems in relation to mathematical preparation. Links with the community also gave both groups difficulty, and use of computers and calculators was relatively low. Implications for teacher education programs are then briefly discussed. (MNS)

ED 237 364 SE 043 578

Smith, Joseph W.; Merriner, J. V.
Biology and Identification of Rays in the Chesapeake Bay. Sea Grant Program. Educational Series Number 20.
Virginia Inst. of Marine Science, Gloucester Point, Va.
PUB DATE- Mar 78
AVAILABLE FROM- Sea Grant Communications Office, Virginia Institute of Marine Science, Gloucester Point, VA 23062 ($.50 ea.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Animal Behavior; *Animals; *Classification; Elementary School Science; Elementary Secondary Education; *Marine Biology; Science Education; Secondary School Science; Wildlife
IDENTIFIERS- *Rays (Animals)

This booklet provides a brief discussion of the anatomy and biology of rays in the Chesapeake Bay and a key to their identification. Descriptions of seven types of rays are also provided (with accompanying illustrations). These include electric rays, stingrays, butterfly rays, eagle rays, cownose rays, and manta rays. (JN)

ED 237 487 SP 023 315

Status of Teacher Education as It Relates to Critical Issues in Georgia. Commission Working Paper.

Georgia Professional Standards Commission, Atlanta.

PUB DATE- Sep 83
AVAILABLE FROM- Georgia Professional Standards Commission, 1645 Tullie Circle, NE, Suite 105, Atlanta, GA 30329 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Standards; Admission Criteria; Financial Support; Graduation Requirements; Higher Education; Program Evaluation; *Schools of Education; State Standards; *State Surveys; *Teacher Education; *Teacher Education Programs; Teacher Educators; Teacher Salaries; *Teacher Supply and Demand

IDENTIFIERS- *Georgia

National concerns about teacher education formed the framework for a survey questionnaire submitted to 33 Georgia colleges of education. Responses were received from 23 institutions, which provided information on developing trends in Georgia teacher education for the academic years 1977-82. Major areas covered were: (1) producing the necessary number of new teachers to meet current and future demands; (2) defining and measuring the quality of academic standards of teacher education programs; (3) determining the appropriate length for training programs and determining an essential knowledge base which will meet the demands of public schools; (4) defining the appropriateness of faculty qualifications and productivity; and (5) examining the current level of financial support for teacher education and identifying fiscal necessities. Data is presented on concerns in the specific areas of early childhood programs, elementary, middle, and secondary programs, and specialized K-12 programs. An analysis of data covers statistics on enrollment, graduation criteria, withdrawals, admissions criteria, course offerings, faculty qualifications and salaries, student teaching requirements, and institutional support of teacher education programs. Recommendations are made for the Georgia Board of Education. (JD)

ED 237 534 TM 830 784

Hunter, John E.

Fairness of the General Aptitude Test Battery: Ability Differences and Their Impact on Minority Hiring Rates. Uses Test Research Report No. 46.

California State Dept. of Employment Development, Sacramento.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; American Indians; *Aptitude Tests; Asian Americans; Blacks; Comparative Testing; Hispanic Americans; Job Performance; *Minority Groups; *Personnel Selection; Predictor Variables; Psychological Testing; *Psychomotor Skills; *Test Bias; Test Norms; Test Results

IDENTIFIERS- *General Aptitude Test Battery

This paper reviews the now massive general literature showing that psychological tests are fair to minorities. This literature shows that there is no single group validity, there is no differential validity, and tests overpredict rather than underpredict minority job performance. Further evidence in regard to blacks is introduced from 51 validation studies done by the United States Employment Service. General Aptitude Test Battery norms for Blacks, Indians, Mexican Americans, Orientals, and the majority are compared. Although the majority is higher on cognitive abilities, three out of four minority groups are higher than the majority on psychomotor ability. Thus, there is a varied pattern of rank orders among groups across jobs of different complexity. In particular, it is shown that for jobs of low complexity, the addition of psychomotor ability as a predictor simultaneously reduces adverse impact while increasing the validity and, hence, economic benefits of the use of tests for selection. (Author)

ED 237 551 TM 830 815

Smith-Moore, Cathy; Bowden, Barbara
Teacher/Student Perceptions of Minimum Competency Instruction.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basic Skills; *Graduation Requirements; Language Arts; Mathematics Skills; Minimum Competencies; *Minimum Competency Testing; Reading Skills; Secondary Education; Secondary School Curriculum; *State Programs; Student Attitudes; Surveys; Teacher Attitudes; Testing Programs; *Test Validity
IDENTIFIERS- *Alabama High School Graduation Examination; *Curriculum Test Overlap

The Alabama High School Graduation Examination (AHSGE) was given to eleventh graders for the first time in October 1983. In April, 1983, an instructional validity survey was conducted concurrently with the piloting of the AHSGE to determine if seventh, eighth, ninth, and tenth grade students were being taught the skills tested on the AHSGE. Teachers were asked to indicate what percentage of students were taught each skill identified in the AHSGE item specifications; students were asked if they had received instruction in each skill. The sample of schools used for the instructional validity survey was the same as that used for pilot testing the AHSGE. In the perception of teachers, there was a .95 probability that a student would have received instruction on each competency during the four-year span of grades 7-10. Similarly, in the students' perception, there was a .98 probability that he or she would have received instruction on each competency. (BW)

ED 237 247 RC 013 778

Wirth, Paul A.; And Others
Instructional Technology Needs in Rural Special Education.
PUB DATE- 11 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrator Attitudes; Computer Assisted Instruction; Computer Managed Instruction; *Educational Technology; Elementary Secondary Education; *Needs Assessment; Rural Education; *Rural Schools; Small Schools; Special Education; *Special Education Teachers; Staff Development; State Surveys; *Teacher Attitudes; Teacher Improvement
IDENTIFIERS- *New Mexico

A New Mexico study interviewed 1 special education teacher and 1 administrator from each of 17 small rural school districts, via a 65-item interview guide related to staff development needs. Lack of staff development activities was identified as a critical problem for special educators. Training in instructional technology was the most frequently mentioned inservice need. A majority of respondents (91%) indicated that instructional technology would be useful in the provision of special services. Most respondents (94%) felt competence in instructional technology would improve special educators' effectiveness in the classroom, but response to the question of whether competence in this area would improve special education administrators' effectiveness was mixed. A final section of the paper describes specific instructional/educational technology applications, including New Mexico State University's preservice/inservice teacher education program for special education, which trains students in computer-managed instruction and computer-assisted instruction. (Author/MH)

ED 237 262 RC 014 359

Gilchrist, Carol
Addressing the Vocational/Employment Needs of Migrant Youth: Needs Assessment Report. A Pilot Survey of Secondary Migrant Youth and Vocational Programs in Connecticut and Nationwide.
Connecticut Migratory Children's Program, Rocky Hill.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Age; *Aspiration; Attendance; Career Guidance; Career Planning; Dropouts; *Employment; Migrant Adult Education; *Migrant Youth; *Needs Assessment; Program Descriptions; Secondary Education; *Secondary School Students; Student Mobility; Tutorial Programs; *Vocational Education; Work Experience
IDENTIFIERS- *Connecticut

A pilot effort to assess vocational and employment needs of migrant youth in Connecticut included a survey of 719 migrant dropouts and students in grades 8-12 in the 4 areas of the state with the largest number of migrant families. Also, in-depth data for 150 students and dropouts were gathered from records and interviews. Results showed that although dropout rates fell in the 1980's, 20% of migrant students dropped out each year, usually in grade 9 or 10, coinciding with a drop in migrant student academic grades after grade 8. The poor academic performance of secondary students (averaging three grade levels behind in reading and two in math) contrasted with their unrealistically ambitious career goals, often influenced by unemployed parents. Only 3% of the migrant students were in vocational programs and 16% in college preparatory programs, versus 75% in general studies. Most had misconceptions about the training and education required for their career choice and had only limited work experience as clerks or unskilled laborers. Averaging three years in the migrant program, half were Spanish-language dominant and in bilingual or ESL programs. Most received instruction in English. A variety of vocational programs geared to disadvantaged youth were available in Connecticut. (SB)

ED 237 276 RC 014 449

Young, Malcolm B; And Others
The Evaluation of the Impact of the Part A Entitlement Program Funded under Title IV of the Indian Education Act. Final Report.
Development Associates, Inc., Arlington, Va.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 29 Jun 83
CONTRACT- 300-80-0862
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Administrator Attitudes; Alaska Natives; *American Indian Education; American Indians; Community Leaders; Counseling Services; *Cultural Education; Elementary Secondary Education; Federal Indian Relationship; Needs Assessment; Parent Attitudes; *Program Content; Program Design; *Program Effectiveness; *Program Evaluation; Public Schools; Student Attitudes; Tutoring
IDENTIFIERS- *Indian Education Act 1972 Title IV

To assist Congress and administrators in the Department of Education to manage Part A of the Indian Education Act and to make decisions with respect to its future, researchers evaluated the operations and effectiveness of the program for meeting the special educational and cultural needs of Indian students. Between 1980 and 1983, researchers gathered and analyzed data from interviews and files of a stratified random sample of 115 Part A projects. The 1981-1982 median project served 119 students with a budget of $26,450, 1.4 professional staff, and active volunteers from the Indian community. Most project offerings correlated highly with educational needs voiced by Indian parents and communities. The most common activities were tutoring and academic services (80%), Indian history and cultural instruction (64%), counseling and career guidance (48%), and home-school liaison activities (38%). Satisfaction with the program was high among parent committees, district administrators, principals, and project directors, but lower among Indian leaders. Program activities improved attendance, math and reading scores, and cultural interest of Indian students, but not school dropout rates. The program also increased Indian parent involvement and interest in the schools. Overall, the small supplemental program had a generally positive effect on Indian education. (SB)

ED 237 304 RC 014 482

Brown, Susan E.; Vasquez, Hector G.
Pluralism in the Legal Profession: Models for Minority Access.
Mexican American Legal Defense and Educational Fund, Inc., San Francisco, Calif.
PUB DATE- 82
AVAILABLE FROM- Mexican American Legal Defense and Educational Fund, 28 Geary St., 3rd Floor, San Francisco, CA 94108 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; *Admission Criteria; Affirmative Action; American Indians; Black Students; College Admission; *College Entrance Examinations; Competitive Selection; Court Litigation; Higher Education; Hispanic Americans; Law Schools; Law Students; *Legal Education; Mexican Americans; *Minority Groups; National Surveys; *Professional Education; Questionnaires; School Holding Power; Student Financial Aid
IDENTIFIERS- Bar Examinations; Mexican American Legal Defense Educational Fund

Eight papers on models for minority access to the legal profession cover outstanding programs which facilitate access to and success in higher education, concentrating on recruitment, retention, and bar passage. Susan Brown's introduction presents statistics on yearly minority enrollment in legal studies through 1981 and discusses policy perspectives. Brown's discussion of the New Mexico Supreme Court's 1980 Melendez v. Burciaga hearing on New Mexico's bar examination covers issues, proposals, and revisions instituted in the examination. Brown's third paper notes relevance for the legal profession of the simulated Medical College Admissions Test, developed to identify deficiencies in knowledge and skills so these may be remedied before students enter professional school. Angel Lopez describes the history and accomplishments of the Oregon State Bar's affirmative action program since 1973. The Professional Development Program at the University of California, Berkeley, is discuseed by Hector Vasquez as a model for law school retention programs. Celestino Fernandez summarizes information obtained through a questionnaire to all 171 American Bar Association-approved United States law schools. Hector Vasquez discusses the implications of several recent legal decisions for law school admissions criteria. Finally, Claire Levay and Marlene Copeland list 66 possible sources of financial aid for minority law students. (MH)

ED 237 349 SE 043 561

Houghton, J. R.
Environmental Education. Catalogue of Resources for Grades I to XII.
Alberta Dept. of Education, Edmonton.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Audiovisual Aids; *Books; Elementary Secondary Education; *Environmental Education; *Instructional Materials; *Resource Centers; *Resource Materials
IDENTIFIERS- *Alberta

Environmental education resources are presented in three categories: (1) print materials; (2) non-print materials; and (3) physical resources. The print material category is subdivided into two sections: books, booklets, and card sets; and magazines, reports, and pamphlets. Entries, arranged alphabetically by title within each section, include grade application, suggested student and/or teacher use, focus in one or more subject areas, brief description, author (or source), publisher, estimated cost (when applicable), and other information. As an additional service, the section on books is cross-referenced according to a list of authors. The non-print resource category is subdivided into five sections: filmstrips/slides; films, videotapes/videocassettes, video-discs or laser discs; records and audio-cassettes; games and maps (including photosets, transparencies, and computer software); and multi-media resource kits. Entries, arranged alphabetically by title, include grade application, subject area focus, description, and source. Physical resources are arranged in alphabetical order by five, arbitrarily divided areas in Alberta (Northern, Edmonton, Central, Calgary, and Southern regions). These resources are actual locations to which students could be taken for out-of-school lessons. Title, type of facility (such as industry, natural area, camp/wilderness, tourist attraction, government facility), description, and location/contact are provided for each entry. (JN)

ED 237 379 SO 015 010

Ross, Kenneth N.
Social Area Indicators of Educational Need. A Study of the Use of Census Descriptions of School Neighbourhoods in Guiding Decisions Concerning the Allocation of Resources to Educationally Disadvantaged Schools in Australia. ACER Research Monograph No. 20.
Australian Council for Educational Research, Hawthorn.

REPORT NO.- ISBN-0-85563-343-3
PUB DATE- 83
AVAILABLE FROM- Australian Council for Educational Research, 9 Frederick St., Hawthorn, Victoria, Australia, 3122 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- *Census Figures; Comparative Education; *Educationally Disadvantaged; Educational Needs; Educational Research; Elementary Secondary Education; Ethnicity; Family Life; Foreign Countries; *Neighborhoods; *Social Indicators; Sociocultural Patterns; Socioeconomic Status
IDENTIFIERS- *Australia

The purpose of this study was to develop, validate, and describe indicators of educational disadvantage to be used in Australia to identify schools and students most in need of assistance from the Disadvantaged Schools Program. Initially, a detailed review was prepared of the resource allocation responses which have been made in Australia to the changing concept of equality of educational opportunity. Next a theoretical model was developed which was designed to quantify the optimal level of precision with which these responses could be used to allocate resources. The data obtained from a national study conducted during 1975 of the educational achievements of Australian 10-year-old and 14-year-old students in the areas of reading, writing, and numeration were then used to develop criterion and validation measures for the construction of indicators of educational disadvantage. These data were combined with data from the 1971 Australian Census of Population and Housing which provided detailed descriptions of the students' neighborhoods. These combined data were divided according to age level and aggregated over schools. Following an analysis of indicator characteristics, the indicator with the best overall performance was examined with respect to the dimensions of residential differentiation associated with the Shevky-Bell model. It was demonstrated that neighborhoods associated with educationally disadvantaged schools were characterized by an overlapping network of social features associated with the socioeconomic status, ethnicity, and family living arrangements of the community. (RM)

ED 237 394 SO 015 098

Reinharz, Shulamit
Feminist Research Methodology Groups: Origins, Forms, Functions.
PUB DATE- Jun 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Discussion Groups; *Feminism; Graduate Students; Graduate Study; Group Discussion; *Methods Research; Postdoctoral Education; *Research Methodology; *Research Problems; Women Faculty; Womens Education
IDENTIFIERS- Consciousness Raising; Study Circles

Feminist Research Methodology Groups (FRMGs) have developed as a specific type of women's group in which feminist academics can find supportive audiences for their work while contributing to a feminist redefinition of research methods. An analysis of two FRMGs reveals common characteristics, dynamics, and outcomes. Both were limited to small groups which functioned without a leader. A different woman was responsible for the structure and content of each meeting. Discussion usually centered on how that woman's current research could be redeveloped from a feminist perspective. So that all could participate, subject materials were circulated prior to each meeting. Members noted several positive aspects of this format. Having no leader meant that no one dominated meetings. Members were sharing and supportive, drawing each other out in an intellectual environment that was relaxed but challenging. While one of these groups is still in operation, the other has disbanded for several reasons, including divergent motivation, group dynamics, and turnover. However, in both cases leaving members felt they were graduating as resocialized feminist researchers. Women contemplating forming FRMGs should address several challenges, among them the need to develop a definition and paradigm for these groups. (LP)

ED 237 409 SO 015 163

Perspectives. 1983 Edition.
Close Up Foundation, Arlington, VA.
PUB DATE- 83
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($8.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Budgets; Bureaucracy; Case Studies; Conflict; Controversial Issues (Course Content); Court Role; *Current Events; Elections; Financial Policy; Foreign Policy; Government (Administrative Body); Governmental Structure; *Government Role; Learning Activities; Legislation; Legislators; Lobbying; Policy Formation; Political Attitudes; *Political Issues; Political Science; Presidents; Public Affairs Education; Secondary Education; Social Studies; *United States Government (Course); United States History
IDENTIFIERS- Congress; Federalism; Media Role; Special Interest Groups; Supreme Court

Designed to encourage informed and critical thinking on contemporary political issues and processes, the articles, case studies, and activities in this student handbook can be incorporated into secondary school social studies units on government or current events. Seven chapters cover the executive branch of government, Congress, the judiciary, special interest groups, the media, the electoral process, and federalism. Within each chapter, articles written by Republicans, Democrats, liberals, conservatives, private citizens and public officials convey a balanced picture of America's diverse political environment. Some of the major issues examined in these articles are the federal bureaucracy, the president's relationship with Congress, government regulation, foreign policy formulation, legislative veto power, the relationship of Congress with the Supreme Court, excessive lobbying, the president and the press, and the pros and cons of public action committees (PACs). Learning activities and case studies in each chapter add depth and relevance to the issues raised in these articles. Case studies include such topics as school desegregation, media coverage of the Vietnam War, President Reagan's tax and budget battles with Congress, and restrictions on Japanese imports. The handbook appendices include a copy of the Constitution and a glossary of political terms. (LP)

ED 237 424 SO 015 180

Crum, Martha J., Ed.
The Global Yellow Pages: A Resource Directory. Revised Edition.
Global Perspectives in Education, Inc., New York, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 81

AVAILABLE FROM- Global Perspectives in Education, Inc., 218 East 18th St., Box 76, New York, NY 10003 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Area Studies; *Cross Cultural Studies; Cultural Education; Elementary Secondary Education; Energy; Ethnic Studies; Foreign Countries; *Global Approach; Instructional Materials; Interdisciplinary Approach; *International Education; International Relations; *International Studies; Multicultural Education; Peace; Population Education; Teacher Education; World Affairs

Designed to assist elementary and secondary educators in improving international and global education, this catalog cites 182 organizations and agencies providing international education curriculum materials, teacher training, and consultation. Arranged alphabetically, each entry includes the organization's address, phone, contact person, focus, services, area served, and publications. All entries are cross-indexed by geographic location, subject area, college affiliation, and receipt of 1980-81 NDEA title VI funds. (LP)

ED 237 439 SO 015 195

Franck, Loren; Carlson, Stephen D.
Some Affects of Women's Rights Demonstrations Upon Attitudes of Nonfeminist Mormons.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; Cognitive Processes; College Students; Communication (Thought Transfer); Conflict Resolution; *Demonstrations (Civil); *Feminism; *Social Attitudes; Social Behavior; Social Influences; Social Psychology; Social Science Research
IDENTIFIERS- Cognitive Dissonance; *Equal Rights Amendment; *Mormons; Persuasive Strategies

Forty-nine introductory psychology students (28 female, 21 male) at the Mormon Church's Brigham Young University in Utah were tested to determine the effects of a pro-feminist, pro-Equal Rights Amendment demonstration by the Utah Women's Rights Movement on attitudes toward the women's movement, civil demonstrations, and Mormon Church leaders. Subjects completed a 30 item Likert-type questionnaire one week before the civil demonstration and again one week after. An analysis of covariance revealed a significant overall increase in negative attitudes toward the women's movement, with women showing a particularly significant negative shift. An overall negative change in attitudes towards civil demonstration in general was also noted although no significant sex differences were detected. Attitudes towards Mormon Church leaders remained unchanged. It is concluded that subjects experienced a boomerang effect in that their prior negative attitudes towards the women's movement and civil demonstrations were strengthened by persuasive attempts intended to have the opposite effect. Suggestions are offered so that boomerang effects can be avoided in the future. Test data are summarized in two tables. (Author/LP)

ED 237 471 SP 023 244

Sharp, Bert L., Ed.
Dean's Grant Projects: Challenge and Change in Teacher Education.
Minnesota Univ., Minneapolis. National Support Systems Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 82
GRANT- OEG007902045
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Deans; Administrator Attitudes; Change Strategies; Curriculum Development; Faculty Development; Higher Education; Instructional Materials; *Mainstreaming; *Program Development; Program Evaluation; Teacher Attitudes; Teacher Education Curriculum; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS- *Deans Grant Project; Education for All Handicapped Children Act

Dean's Grant Projects (DGPs) provided both the financial impetus for adapting teacher education programs to meet the challenges of mainstreaming handicapped students into regular classrooms and the arena for the discussion of different approaches to the institution of necessary changes. This book presents 13 papers written by educators experienced in the issues and problems of implementing DGPs. Paper 1 describes the origins of the DGPs and their present operation from the federal perspective. Results of a survey of DGP officers are summarized in paper 2. Paper 3 offers an overview of functions and possible activities of DGPs. In paper 4, the process of faculty development in the revision of teacher education programs is detailed. The problem of revising teacher education curricula is discussed in paper 5. Descriptions of how curricula in elementary and secondary education can be changed are presented in papers 6 and 7. The work of projects in the areas of administration and school counselors and psychologists is the topic of paper 8. Following paper 9's discussion of different institutional approaches to project activities, a description is given in paper 10 of DGPs in supporting regional consortia. Paper 11 discusses the problems of program evaluation. Issues that may determine the future course of teacher education and educational services for handicapped students are considered in paper 12. A compendium of materials produced by various DGPs and information on where they can be obtained is presented in the final paper. (JD)

Buchmann, Margret
The Use of Knowledge: Conceptual Problems and Empirical Confusions.

Occasional Paper No. 57.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Concept Formation; Divergent Thinking; *Epistemology; Figurative Language; *Fundamental Concepts; Language Usage; *Philosophy; *Schemata (Cognition); Scientific Concepts; Social Sciences

Four questions are posed: (1) Is knowledge utilization a rhetorical evocation? (2) Is the conjunction of knowledge with utility part of a cultural system of common sense? (3) Is utility a normative or a descriptive concept? and (4) How does the concept of knowledge utilization figure in the specialized discourse of social scientists? This paper analyzes the concept of knowledge utilization from the perspective of philosophy of language and philosophy of science. Knowledge utilization is a rhetorical evocation that implies concepts of action and knowledge. It is supported by two conceptual fusions. The fusion of value and utility draws on common sense, but does not exhaust colloquial understandings about knowledge and action. The conceptual fusion of knowledge and truth is consistent with common sense but disregards scientific criticism. Both conceptual fusions are thus problematic. But empirical conditions associated with the concept of knowledge utilization mask and reinforce the problematic aspects of this concept. (Author/JD)

ED 237 218 PS 013 970

Comparative Licensing Study: Profiles of State Day Care Licensing Requirements. Day Care Centers. Volume 1: Alabama - Illinois. Revised Edition 1981.

Johnson (Lawrence) and Associates, Inc., Washington, D.C.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Activities; *Certification; Child Caregivers; Comparative Analysis; *Day Care Centers; Disabilities; Early Childhood Education; Facility Requirements; *Federal Regulation; Food Service; Health; *Local Legislation; National Surveys; Nutrition; Parent Participation; Professional Personnel; Safety; *State Legislation; Student Teacher Ratio
IDENTIFIERS- District of Columbia; Guam; United States

Updating the Administration for Children, Youth and Families' 1978 "Comparative Licensing Study," a study was conducted to provide a common framework for assessing state activities in critical child care licensing areas and to record the status of child care licensing as of March 1981 in the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. The updated, six-volume comparative licensing study improves the format of the original (e.g., gives greater prominence to group size and infant care) and contains detailed information on state laws and regulations dealing with family child care homes, group child care homes, and day care centers. The format consists of the following categories: (1) state licensing of child day care facilities; (2) licensing process and enforcement procedures; (3) administration; (4) group compositions of children; (5) staff qualifications and training requirements; (6) program of activities, including education; (7) health and safety; (8) nutrition and food service; (9) social services; (10) parent participation; (11) infants and toddlers; (12) children with handicapping conditions; (13) school age children; (14) facility requirements; and (15) other state requirements - compliance with other local, state, and regional laws and regulations. Volume 1 profiles requirements of day care centers in Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Guam, Hawaii, and Illinois. In some profiles, some categories are not

ED 237 334 SE 043 418

Feldman, Leonard
Focus on the Question for Intermediate Algebra.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Algebra; *College Mathematics; Higher Education; Instructional Materials; *Learning Activities; *Mathematics Instruction; Motivation; Problem Solving; *Questioning Techniques; Speeches; *Teaching Methods

Focusing on the question that is being discussed in a mathematics lesson is suggested as an approach to teaching developmental mathematics at the college level. Ways in which students can be involved with the question are described. First, some contagious cliches that are used by students are given. Then a few antidotal aphorisms and educational epigrams about learning are listed. Following these are specific exploration exercises to help develop the alternative of focusing on the question, with commentary on how to use them. They are designed to give students a successful introductory experience with each new concept. (MNS)

ED 237 585 UD 022 916

The Treatment of Sex Roles. Guidelines for the Development of Elementary and Secondary Instructional Materials.
Holt, Rinehart & Winston, New York, NY.
PUB DATE- Feb 75
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Curriculum Development; Elementary Secondary Education; Guidelines; *Instructional Materials; Language Usage; Publishing Industry; Sex Bias; *Sex Fairness; *Sex Role; Sex Stereotypes; Textbook Bias; Textbooks
IDENTIFIERS- PF Project

Arranged in three sections, this pamphlet outlines publishers' guidelines for developing nonsexist instructional materials for elementary and secondary school use. Section 1 details the following strategies for expanding and balancing the role models of both sexes in instructional literature: illustrations reflecting a variety of dress and occupation, women in roles other than housewife, men participating in household chores, both sexes expressing a wide range of emotions, reference to single parent households, and the non-role oriented portrayal of children. Section 2 outlines criteria for creating male-female balance in subject matter. Section 3 focuses on the role of language in creating nonsexist materials. Nine guidelines are established, including use of non-gender terms for professions, avoidance of masculine pronouns, avoidance of descriptions of appearance, and avoidance of references to women in terms of their families. (LP)

ED 237 172 JC 830 837

Bardellini, Sue; Hartman, Rhona C.
Fact Sheet: Financial Aid and Disabled Students.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 82
CONTRACT- 300-80-0857
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTIONS- *Accessibility (for Disabled); College Applicants; *Disabilities; Educational Resources; Financial Aid Applicants; Financial Needs; Information Sources; Mainstreaming; Normalization (Handicapped); Postsecondary Education; Scholarships; *Student Financial Aid; Student Loan Programs; *Vocational Rehabilitation
IDENTIFIERS- Fact Sheets; PF Project; Vocational Rehabilitation Act 1973

Designed for students, parents, and others who may assist disabled students with financial assistance for postsecondary education, this fact sheet provides an overview of the financial aid system and a brief discussion of the varying roles and responsibilities of those who play a significant part in the process of providing aid to disabled students. Topics include the various types of financial aid, the technical words and phrases used to discuss it, and the process used in its disbursement. Particular attention is given to those expenses which are considered disability-related and suggestions are made about ways in which some of those expenses may be met. There follows a brief description of the Vocational Rehabilitation Agency, the services it may provide, and the interaction between the state Vocational Rehabilitation program and the financial aid office of a postsecondary institution. Finally, suggestions are offered about other possibilities for financial assistance. (LH)

ED 237 189 PS 013 637

What Shall We Tell the Children? Revised.
Parenting in a Nuclear Age, Oakland, CA.
PUB DATE- 83
AVAILABLE FROM- Parenting In the Nuclear Age, c/o BANANAS, 6501 Telegraph Ave., Oakland, CA 94609 ($1.50 ea., 50 or more $0.75 ea., plus postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adolescents; *Children; *Coping; Developmental Stages; *Fear; Guidelines; *Nuclear Warfare; Pamphlets; Parent Child Relationship; Parent Materials; *Parent Role; Social Action
IDENTIFIERS- PF Project

Guidelines are offered to assist parents in helping their children deal with the information and emotions associated with the threat of nuclear war, life in the nuclear age, and the arms race. Suggestions are presented to parents to aid them in talking to their children at different developmental ages from birth to 18 years regarding their concerns and questions. Some of these suggestions are to give children a sense of security, to teach them to respect others and their environment, to discuss their questions, and to invite them to join discussion groups when they are older. Following this section are things for children to do to express their opposition to nuclear war such as writing to the president, telephoning the White House, writing to a pen pal in the Soviet Union, and helping with group projects. Parents are advised to talk to their children about the strength individuals and communities have to say "no" to war. Frequent questions that parents ask are presented, and answers are given to these questions. Several books are recommended which may be of interest to both parents and children. A brief statement on finding consolation and renewal concludes this pamphlet. (EM)

ED 237 204 PS 013 947

Anderson, Kristin
Corporate Initiatives for Working Parents in New York City: A Ten-Industry Review.
Center for Public Advocacy Research, New York, NY.
SPONS. AGENCY- Greater New York Fund, N.Y.; New York Community Trust, N.Y.; New York State Dept. of Social Services, Albany.
PUB DATE- Aug 83
AVAILABLE FROM- Center for Public Advocacy Research, Inc., 12 West 37th Street, New York, NY 10018 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Business Responsibility; Early Childhood Education; *Employed Parents; *Employer Attitudes; *Employer Supported Day Care; Flexible Working Hours; Fringe Benefits; Innovation; Referral; Surveys
IDENTIFIERS- *New York (New York)

A study was conducted to ascertain from employers how they experience the economic and social pressures that lead some companies to provide child care assistance. Eighty corporations and five unions, having from below 250 to over 3,000 employees, were selected to report on prevailing corporate attitudes and practices concerning employee child care needs. Companies were asked whether or not they had, or planned to have, the following types of programs: (1) on-site or near-site child care centers, (2) child care subsidies or vouchers, (3) flexible benefit plans, (4) information and referral services, (5) employee seminars, (6) flexitime, and (7) flexiplace. Companies or unions were categorized for each of the program options according to four levels of interest: no current interest, low-level interest, active interest, or program in operation. Several companies had more than one program in operation. Over half of the companies had no current program and no current interest in initiating programs of the types enumerated by points 1 through 5. A total of 21 percent of the companies had

one program in operation, and over half of the companies were actively considering at least one option. (Conclusions and recommendations are given for the development of numerous projects, including child care employee needs assessments, referral services, benefit plans, funding mechanisms, corporate contributions, and public policy.) (BJD)

ED 237 232 PS 013 986

Rampage, Cheryl R.; And Others

Bonding and Attachment in Adoptive and Nonadoptive Mother-Infant Dyads.

SPONS. AGENCY- Houston Univ., Tex. Clear Lake City Branch.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adopted Children; *Attachment Behavior; Comparative Analysis; *High Risk Persons; *Infants; *Mothers; *Parent Child Relationship

The bonding experiences and attachment patterns of 12 adopted and 12 nonadopted 1-year-old infants were compared in order to test the hypothesis that an infant who is not able to bond with his or her primary caregiver soon after birth is at higher risk for the formation of insecure attachment relationships. Attachment of infants to their mothers was assessed according to the strange situation procedure designed by Ainsworth and Wittig (1969). All 12 of the nonadopted infants were classified as securely attached, whereas almost half of the adopted infants were classified as anxious avoidant. In comparison with adoptive mothers of anxious avoidant infants, adoptive mothers of securely attached infants reported having spent three times as many hours with their infants during the first day of placement. The data suggest that the first 24 hours after placement may be a sensitive period in the formation of a bond between the adoptive mother and infant. For some infants, the adoptive experience itself significantly increases the risk of subsequent attachment problems. (Author/RH)

Wirth, Paul Allan; Cole, Jack T.
A Study of Problems and Effective Strategies in the Provision of Special Education Services in the Small Rural Public School Districts of New Mexico. Executive Summary. Monograph No. 1.
New Mexico State Univ., Las Cruces. Center for Rural Education.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; Cooperation; Delivery Systems; Educational Finance; Elementary Secondary Education; Exceptional Persons; Faculty Mobility; Models; Opinions; *Problems; Public Schools; *Rural Schools; School Districts; *Small Schools; *Special Education; *Special Education Teachers; Staff Development; State Departments of Education; Transportation
IDENTIFIERS- *New Mexico

A special education teacher and an administrator in each of 17 small rural public school districts in New Mexico were interviewed to identify problems with and strategies for providing special education services in the districts. According to teachers, the most severe problems involved acquiring appropriate equipment and materials, recruiting related services staff, and staff development. Administrators thought staff recruitment was the most severe problem followed by compliance with state education regulations and staff development. Most districts also reported a failure to provide for special education students aged 18-21 but school finances and transportation were not significant problems for the districts. Respondents suggested strategies in the areas of staff recruitment (contacting college placement centers and professional acquaintances), staff development and retention (sponsoring release time and teacher attendance at conferences and workshops), and finance (involving private professionals and services). Researchers offered general recommendations related to the Division of Special Education's assuming a leadership role in problem solving, the establishment of regional resource centers, the district use of joint powers of agreement for service provision, and the evaluation of the present weighted formula funding system. They also offered 20

specific recommendations for improving services to exceptional children and suggested research directions. (SB)

ED 237 320 SE 043 404

Herbert, Don
Mr. Wizard's Supermarket Science.
Random House, Inc., New York, N.Y.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Biological Sciences; *Elementary School Science; Elementary Secondary Education; *Physical Sciences; *Science Activities; Science Education; *Science Experiments; *Secondary School Science

Activities which can be done with items purchased in supermarkets form the basis of this book. The activities are arranged into sections by type of item; breakfast foods; dried foods; soups; baking ingredients; gelatin; condiments; coffee; salad dressing; dairy products; meats; cleaning supplies; cookware; juices; picnic supplies; paper towels; baby supplies; tableware; sewing supplies; and produce. Representative activities include preparing a cereal camera box, making sugar gems, making vinegar rocket-launchers and vinegar cannons, turning wine to water, plunging a straw through a raw potato, rolling a funnel uphill, slicing the inside of a banana without slicing the outside, and others. Directions for completing activities are provided and safety considerations noted when

applicable. (JN)

ED 237 365 SE 043 579

Heath, John Edwin, Ed.
Science, Math, and Technology. A Crisis in American Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Educational Improvement; *Educational Quality; *Educational Trends; Elementary Secondary Education; Higher Education; *Mathematics Education; *Science Education; Teacher Education Programs; Teacher Supply and Demand; Technology

This paper examines (in separate sections) professional problems, proposed solutions, current trends, and needed directions related to science, mathematics, and technology education in the United States today. Professional problems and related issues focus on students, teachers, curriculum, and college science education programs (the latter listing eight problems, such as an uncertainty about the goals of science education). Proposed solutions to these problems are outlined and discussed as related to curriculum and philosophy; and at the teacher, school district, business, community, university, government, and teacher education program levels. In addition to lists of characteristics of effective schools and of teaching competencies required by teachers of the future, the section on current trends points out several studies/surveys indicating, among other trends, that the desirability of a background in science or mathematics will increase and that, as the number of emergency teachers goes up, the quality of science/mathematics instruction will go down. Needed directions from several sources are outlined and discussed in the final section. Among these directions are those suggesting a new view of science education and measures for eliminating the disparity between salaries of science/mathematics teachers and their counterparts in industry. (JN)

ED 237 456 SP 022 601

Clark, Christopher M.
Research on Teacher Planning: An Inventory of the Knowledge Base.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Beginning Teachers; Class Activities; Classroom Research; *Classroom Techniques; *Educational Planning; Instructional Development; Research Utilization; Teacher Behavior; Teacher Education; *Teacher Effectiveness; Teaching Models; *Teaching Skills

This exploration of the essential knowledge offered by research on teacher planning is divided into four parts. The first part deals with the kinds of knowledge derived from research on teaching. It is noted that teacher effectiveness researchers have been primarily concerned with producing knowledge about the observable behavior of effective teachers, while researchers on teacher thinking have pursued knowledge about how teacher's minds work as they plan, make decisions, teach, and reflect on experiences. A brief summary of the early history of research on teacher thinking is offered in the second part. Part 3, in which the results of selected studies of teacher planning are summarized, provides answers to three major questions: (1) What are the types and functions of teacher planning? (2) What models have been used to describe the process of planning? and (3) What is the relationship between teacher planning and subsequent action in the classroom? In the final part, conclusions derived from this research are discussed and recommendations are made concerning essential knowledge for beginning educators. (JD)

ED 237 517 TM 830 092

Basic Skills Assessment Program: Questions and Answers.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Basic Skills; Educational Assessment; *Educational Legislation; Elementary Secondary Education; Mathematics Skills; Reading Skills; *State Programs; Statewide Planning; *Testing Programs; Writing Skills
IDENTIFIERS- *South Carolina Basic Skills Assessment Program

The South Carolina Basic Skills Assessment Program (BSAP) is discussed in a question/answer format. The 20 questions present information regarding the requirements of the legislation as it impacts classroom instruction, parental notification and involvement, recordkeeping, local school curricula, additional instructional materials, developmental activities, continuous assessment, criterion referenced testing, testing dates, testing of handicapped students, 11th grade BSAP test and high school graduation, providing additional time for instruction in basic skills areas, school districts role in teacher inservice for BSAP implementation, and the monitoring and evaluation of the curriculum and instructional methods in each school and school district. (PN)

ED 237 552 TM 830 816

Sigmon, Gary L.; And Others

Vocational Evaluator Competencies and Minimum Competency Standards for Vocational Evaluation: A Validity Study.

PUB DATE- Nov 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- Comparative Analysis; Evaluation Methods; *Evaluators; *Minimum Competencies; Reliability; *Standards; Validity; *Vocational Evaluation

IDENTIFIERS- *Angoff Methods; *Ebel Method; Standard Setting

In recent years educators have been utilizing judgmental methods, such as the ones advocated by Ebel and Angoff, to set minimum competency standards on test items. This study was designed to investigate the reliability and validity of these two procedures in setting minimum levels of performance on 175 vocational evaluator competency statements. Each of 24 vocational evaluation rehabilitation educators and 19 vocational evaluation field personnel rated each of the 175 statements, utilizing first the Ebel (1972) procedure followed by the Angoff (1971) rating procedure. The reliability and validity findings demonstrate that the Ebel and Angoff methods may be utilized in a valid and reliable manner to establish minimum levels of performance at the competency level. The Ebel method was most reliable. These results may give new insights to decision makers who prefer to answer the question of how many competencies a candidate must master over the more traditional question of how many test items a candidate must answer correctly. (BW)

ED 237 569 TM 830 834

Denton, Jon J.; Smith, Nick L.
Alternative Teacher Preparation Programs: A Cost-Effectiveness Comparison. Research on Evaluation Program. Paper and Report Series No. 86.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Comparative Analysis; *Cost Effectiveness; Educational Research; Education Majors; *Program Effectiveness; *Program Evaluation; Research and Development Centers; Secondary School Teachers; *Teacher Education Programs
IDENTIFIERS- Northwest Regional Educational Laboratory; Technical Assistance Centers; *Texas A and M University

This report describes the results of a cost-effectiveness comparison of the alternative programs (education and non-education majors) available at Texas A&M University for students seeking certification as secondary education teachers. The two alternative programs leading to secondary teacher certification, the major costs associated with the two alternatives, the effects data from previous studies of the two alternatives, integration of the costs with the effects information, and a summary of the major findings with a consideration of their implications are discussed. The appendices include cost data summary tables, a checklist of cost categories, and a checklist of cost-effectiveness steps. (PN)

ED 237 335 SE 043 419

Roth, Laura M.; O'Fallon, Nancy M.
Women in Physics.
American Physical Society, New York, N.Y.
REPORT NO.- ISBN-0-88318-232-7
PUB DATE- 81
AVAILABLE FROM- American Physical Society Committee on the Status of Women in Physics, 335 E. 45th Street, New York, NY.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Choice; Career Planning; *Employment Opportunities; *Females; *Physics; *Science Careers; Science Education; Scientific Research; *Scientists; Secondary Education; *Secondary School Science

This booklet presents information about career opportunities for women in physics. Included are summaries of research areas in physics (optical physics, solid-state physics, materials science, nuclear physics, high-energy physics, astrophysics, cryogenics, plasma physics, biophysics, atmospheric physics) and differences between theory and experiment and between basic and applied research. Also included are discussions of job opportunities (focusing on those related to level of training), how to prepare for a career in physics, the current job situation, job discrimination, and marriage and a career. Brief profiles of 11 female physicists are also provided. (JN)

ED 237 425 SO 015 181

Aquino-Mackles, Alexis; And Others
Myself and Others. GPE Humanities Series.
Global Perspectives in Education, Inc., New York, N.Y.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jun 79
AVAILABLE FROM- Global Perspectives in Education, Inc., 218 East 18th St., Box 76, New York, NY 10003 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Education; Community Study; *Concept Teaching; Cultural Differences; Elementary Education; *Global Approach; *Interdisciplinary Approach; Language Arts; Learning Activities; Mathematics Education; Neighborhoods; Science Instruction; *Self Concept; Social Studies

Intended to help elementary and intermediate level students develop a global perspective, this manual contains ready-to-use activities dealing with the concept of myself and others. The materials can be used in courses in the social studies, language arts, mathematics, arts, and science, or in interdisciplinary courses. There are four parts to the manual. The first three parts, intended for the primary grades, contain activities to help students explore how they are interconnected with other people in the school, in the neighborhood, and in the community and recognize similarities between their lives and concerns and those of people in other cultures. Activities involve students in exploring their neighborhood, making a community quilt, examining systems to which they belong, and examining lullabies from various cultures. The activities in the fourth part, intended for intermediate students, help students learn about the larger world, e.g., students examine poetry and short stories to see how people from different cultures like animals. Information provided for each activity includes purpose, areas of study, suggested time, objectives, and specific teacher instructions. (RM)

ED 237 488 SP 023 317

Mitchell, Douglas E.; And Others
Work Orientation and Job Performance: The Cultural Basis of Teaching Rewards and Incentives. Final Report.
California Univ., Riverside.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 83
GRANT- NIE-G-80-0154
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrators; Case Studies; Classroom Techniques; Elementary Education; *Elementary School Teachers; *Incentives; Lesson Plans; *Motivation Techniques; Principals; *Professional Recognition; *Rewards; Student Teacher Relationship; Teacher Attitudes; Teacher Effectiveness; Teacher Motivation; Teacher Role; Teaching Methods; Teaching Styles

This research report offers a theoretical framework for interpreting and improving the incentives available to elementary school teachers by drawing together diverse threads of research on work motivation, reward patterns, and incentive systems across a broad range of work settings. The report draws upon data collected during a year-long study of 15 elementary school teachers, their 5 principals, and 10 central office administrators in one moderately large, urban, unified school district in southern California. This report includes the executive summary of the study as well as eight additional chapters. Chapter 1 offers an overview of teaching incentives, and chapter 2 reviews prior research on elementary school teachers' work motivation, and reward and incentive systems. In the third chapter, the 15 teachers' work orientations and incentive systems are outlined on organizational, group, and individual levels. Chapter 4, "Teaching Lessons: The Cultural Enterprize of the Classroom," describes lesson structure archetypes, variations, and elements. The fifth chapter discusses classroom management (rules and their enforcement) from the cultural perspective. Chapter 6 puts the five school principals' administrative work in cultural perspective. Chapter 7 talks about different cultural incentives and effective teaching. Chapter 8 discusses policy implications involved in teacher incentives and school achievement and administration. Appended to the report are methodological notes and references. (JMK)

ED 237 535 TM 830 785

Wright, E. N.; Tsuji, G. K.
The Grade Nine Student Survey: Fall 1982. #173.
Toronto Board of Education (Ontario). Research Dept.
REPORT NO.- ISBN-0-88881-175-6
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; *Ethnicity; Foreign Countries; *Grade 9; High School Students; Minority Groups; *Race; Secondary Education; *Socioeconomic Status; *Student Characteristics; *Surveys
IDENTIFIERS- *Toronto Public Schools (Canada)

A survey of ninth grade students in Toronto public schools is annually conducted to gather background information. The relationship of students' race, native country, mother tongue, family and socioeconomic status to their level of study is examined. The analysis of race shows 6.6 percent black, .9 percent Native Canadian, 14.6 percent of Asian descent, and 2.4 percent of South Asian descent. There appears to be an increase in the percentage of mothers from single parent families who are not working. There has also been an increase in the percentage of mothers employed in high income positions, both in families where both parents work and in mother-led families. There is a complex interplay of factors related to students level of study, but parents' occupation once again has the strongest relationship to the students' level of study. Data are also presented showing the relationship between level of study and race, level of study and family structure, level of study and region of birth, and level of study and whether or not English was a first language. (Author/PN)

ED 237 248 RC 013 928

Rainer, Howard T.
American Indian Self-Image Workshop Manual.
Brigham Young Univ., Provo, UT. American Indian Services and Research Center.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *American Indians; Attitude Change; Autoinstructional Aids; *Behavioral Objectives; Behavior Patterns; Body Language; *Change Strategies; Cultural Background; Ethnicity; Friendship; Goal Orientation; Interpersonal Attraction; *Interpersonal Relationship; Negative Attitudes; Objectives; Postsecondary Education; Self Actualization; *Self Esteem; Self Evaluation (Individuals); *Self Help Programs; Success

A self-image workshop manual for American Indians aims to help Indian people set goals and excel in whatever they plan in life. A section entitled "Are You an Eagle?" tells of the significance of eagles in traditional American Indian Culture, discusses those who merit an eagle feather for accomplishment, and lists characteristics of eagles (and chickens). "It's All in Your Mind" compares development of the mind to planting a garden and lists positive and negative attitudes. "Looking at Yourself and Others" discusses the importance of first impressions. "Let's Talk About Being Indian" tells a story about Indians and change, and gives 13 thoughts about Indian power, 13 points of Indian pride, and 23 positive statements for Indians. "Goals, Who Needs Them?" discusses the need for goals, how to set personal goals, and commitment to goals. "Who Is Your Friend?" shows 12 ways to tell a good friend and lists 15 guidelines for picking good friends and 6 qualities desirable in friends. "Life is a Big Race" tells ways to finish the race and ways to get sidetracked, contrasts different kinds of Indians, and lists attributes of a super Indian and a hero. Ten million-dollar thoughts are given. (MH)

ED 237 263 RC 014 415

Education and Rural Development Planning. Report of a Regional

Seminar (Bangkok, December 8-16, 1980).
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Community Development; Community Involvement; Cooperative Planning; *Cooperative Programs; Economic Development; Foreign Countries; Health Education; Interdisciplinary Approach; Labor Force Development; *Long Range Planning; *Management Development; Nonformal Education; Pilot Projects; Postsecondary Education; Program Descriptions; Regional Planning; *Rural Development; *Rural Education; *School Community Relationship; Vocational Education
IDENTIFIERS- *Asia

The report of a regional seminar on rural development planning specifies as its objectives: to study the problems of rural development planning, and to elucidate training requirements for managers of rural development projects, with particular reference to the links between education and productive work and employment. The first chapter gives highlights of 16 papers from 12 countries (Bangladesh, Pakistan, Philippines, Sri Lanka, Indonesia, Japan, Socialist Republic of Viet Nam, India, Republic of Korea, Nepal, Malaysia, and Thailand) on three issues: education and training of planners and managers of rural development programs; strengthening and linking the educational and training components (formal and nonformal) of rural development programs with productive work and employment; and planning and management for enhancing the contributions of educational institutions, training centers, and programs (formal and nonformal) to rural development. The second chapter presents reports of two groups into which seminar participants divided themselves for in-depth study of the three issues. The third chapter lists key elements in research, evaluation, and training in which cooperation and exchange within and between countries should be increased: inter-institution communication/cooperation; evaluation of training programs; improvement of planning through decentralization, inter-departmental cooperation, and community involvement; and dissemination of information on innovative training programs, such as those described for Indonesia, Sri Lanka, and Thailand. Appendices include a seminar agenda and participant list. (MH)

ED 237 277 RC 014 450

Academic Performance, Attendance, and Expectations of Indian Students in Public Schools. Monograph 1.

Development Associates, Inc., Arlington, Va.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 30 Jun 83
CONTRACT- 300-80-0862
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Administrators; *American Indian Education; American Indians; Aspiration; *Attendance; Dropout Rate; Elementary Secondary Education; *Expectation; Opinions; Parent Attitudes; *Program Effectiveness; Public Schools; Research Methodology; School Holding Power; Scores; *Student Attitudes; Teachers; Tutoring
IDENTIFIERS- *Indian Education Act 1972 Title IV

First in a series, the monograph provides a detailed description of the variety of data collected concerning student achievement and attendance during a 1980-1983 evaluation of Indian Education Act Title IV Part A programs. Data included the results of standardized achievement tests; anecdotal evidence from parents, project staff, and others; ratings of project-related academic gain by parents, teachers, and LEA (local education agency) staff; tutor ratings of tutored students; and student ratings of project assistance. The monograph presents the data in three major parts. Part A, Academic Performance in Public Schools, includes separate sections concerning a meta-analysis of achievement test scores; a description of the formal project academic activities; a detailed analysis of 1981 achievement test scores of Indian students at Part A projects; and ratings by tutors, parents, teachers, students, and staff of the impact of Part A projects on student achievement. Part B, Public School Attendance and Retention, includes separate sections on results of longitudinal analyses of data for student attendance from 1976-1980; analyses of teacher, staff, and parent ratings of project impact on student attendance; and Indian student retention. Part C presents two sections addressing the post-secondary knowledge, aspiration, and experiences of Indian students. (SB)

ED 237 350 SE 043 562

Glosario Bilingue De Terminos Matematicos: Espanol/Ingles = Bilingual Glossary of Mathematical Terms: Spanish/English.

New York State Education Dept., Albany. Bureau of Bilingual Education.

PUB DATE- 83
LANGUAGE- Spanish; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Bilingual Education; *Elementary School Mathematics; Elementary Secondary Education; Glossaries; *Mathematics; Mathematics Education; *Resource Materials; *Secondary School Mathematics; *Spanish

This glossary has been prepared for the convenience of bilingual (English and Spanish) teachers who may not always be familiar with mathematical terminology in both languages. Often teachers must research and translate the terms necessary for each lesson. In some cases, the translations are literal, which results in the adoption of different terms for the same concept. Therefore, the glossary should accomplish two objectives: (1) uniformity of usage, encouraging all teachers in bilingual programs for Spanish speakers to use the same terminology in mathematics, and (2) convenience, saving the bilingual teacher hours of research. The glossary is divided into two sections. The first contains an alphabetical list of terms in English with the Spanish translation and the corresponding English definition. The second section contains the terms alphabetically arranged in Spanish with the English translation, and the definitions in Spanish. (JN)

ED 237 380 SO 015 024

Daly, Richard F.
Oral History: Its Background, Definition, and Interview Types.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Definitions; High Schools; Historiography; *Interviews; Learning Activities; Modern History; *Oral History; Social Sciences; *Teaching Methods

Oral history, a method of collecting historical information through preplanned tape recorded interviews with persons having firsthand knowledge of an historical event, is a viable learning activity at the high school level. This methodology was conceived and later institutionalized by Alan Nevins in the 1940s as a way to counter the loss of valuable source materials through such modern devices as the telephone. Oral history relies on the informal case history, an interview technique using probe questions and careful phrasing to direct interviewee responses to the dimension of response demanded by each question and its related hypothesis. Autobiography, biography, and subject are three types of informal case history which lend themselves to a high school course. Of these three, the subject variant, which focuses on a single important aspect or period in the interviewee's life, is most suitable for a high school assignment in terms of scope and person-hours involved. High school teachers interested in learning more about specific interview techniques and activities should consult works by John Neuenschwander. (LP)

ED 237 395 SO 015 099

Harry, Joseph
Adolescent Sexuality, Masculinity-Femininity, and Educational Attainment.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescent Development; *Adolescents; Biological Influences; *Educational Attainment; Environmental Influences; High Schools; Homosexuality; Males; Role Perception; *Sex Role; *Sexuality; Social Science Research

The role of adolescent sexual behavior in educational attainment has been overlooked. Homosexual and heterosexual men were interviewed to test for a correlation between adolescent sexual activeness and educational attainment, as well as any link between childhood masculine sex roles and early sexual activity. Approximately 1,000 volunteers, stratified by age, sex, race, and education to obtain matched samples, answered questions about their education, frequency of adolescent heterosexual and homosexual experience, high school academic performance, adolescent sociability, parents' education, relative attachment to parents, and present sexual orientation. Results indicated that while early sexual activity did not affect performance in high school, it did affect attitudes toward further education after leaving high school. This suggests that attitudes developed through adolescent sexual involvement become operative after graduation when individuals are faced with a choice between marriage and further education. Findings also supported a positive correlation between childhood masculine interests and early sexual intercourse. (LP)

ED 237 440 SO 015 199

The Legal and Law Enforcement Professional: Ideas for Involvement.
Drake Univ., Des Moines, IA. Iowa Center for Law-Related Education.; Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Constitutional Law; *Consumer Education; Elementary Secondary Education; *Laws; Learning Activities; *Legal Education; Teaching Guides

Designed as a guide for law professionals involved in school guest presentations, the materials in this handbook are also useful to elementary and secondary teachers interested in incorporating law-related education into the course content. Part 1 defines law-related education and offers suggestions for introducing law-related issues at different academic levels. Part 2 presents strategies for teaching the following aspects of the law: fairness and rules, law awareness, the lawmaking process, law interpretation, housing law, consumer law, and search and seizure laws. Each teaching strategy revolves around a particular activity such as a game, a mock trial, role play, or case study, and includes hand-outs, discussion questions, and follow-up suggestions. A list of tips for classroom effectiveness is presented in part 3. Two appendices contain information and resources for conducting mock trials and case studies. An annotated list of materials on the Bill of Rights concludes the handbook. (LP)

ED 237 472 SP 023 259

Driscoll, Amy; And Others
Teachers' Self-Descriptions and Descriptions of Students to Whom They're Attached and Whom They Reject.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; Elementary School Teachers; *Emotional Response; Interpersonal Relationship; Personality Assessment; Personality Traits; Physical Characteristics; *Self Concept; Sex Differences; *Student Characteristics; *Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior

A study explored teachers' descriptions of themselves and of children to whom they were attached or for whom they felt rejection. Forty-two elementary classroom teachers (11 male and 31 female) from 16 different schools identified 3 "attachment" students and 3 "rejection" students using 5 personality descriptors and 5 physical descriptors. Two months later, the teachers described themselves using identical physical and personality checklists. Results were categorized in four groups: (1) traits teachers as a group felt they do or do not exhibit; (2) general traits of those children to whom teachers were attached and those they rejected; (3) traits which were the most disparate between the two groups of children; and (4) differences in teacher sex and student attachment and/or rejection. Results indicated that teachers were more likely to indicate attachment for students they perceived to be like themselves; however, while this was generally the case, teachers who had a negative self-image tended to reject students like themselves. Physical traits did not influence teacher attitudes to a great extent. Male teachers tended to attach to more female students and reject more male students than did female teachers. (JD)

ED 237 503 SP 023 407

Buchmann, Margret
The Priority of Knowledge and Understanding in Teaching. Occasional Paper No. 61.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Philosophy; Education Courses; Higher Education; *Intellectual Disciplines; *Knowledge Level; Majors (Students); *Preservice Teacher Education; Program Content; Student Teacher Relationship; Teacher Attitudes; *Teacher Education Curriculum; Teacher Education Programs; Teacher Effectiveness; *Teaching (Occupation)
IDENTIFIERS- *Subject Content Knowledge

This paper, on the central and distinctive contribution of knowledge to teaching, combines philosophical analysis with a discussion of work in research on teaching, student conceptions, and curriculum. The hierarchical argument contains two main points: (1) that content knowledge is a logical precondition for the activities of teaching; and (2) that the firm grasp of subject matter has to be relaxed to allow for its pedagogical, fluid control, that is, the extent to which teachers hold knowledge with ease and flexibility and keep the door open to different points of view. Lacks in the depth and assurance of teachers' knowledge of content can act as conceptual and behavioral traps that lead teachers and students away from education to outward forms of achievement, misconceptions, and procedural concerns. However, factual and conceptual control of subject matter is not enough for teachers. Given the pedagogical requirement for flexible control of subject matter, knowledge of epistemology and history of science is a specific preparation for teaching. Knowledge of this kind deepens understanding of subject matter, encourages the mobility of teacher conceptions, and yields pedagogical knowledge in the form of multiple and fluid conceptions. Policy implications of this argument for the curriculum of teacher education, selection into the profession, and conventional modes of classroom induction are discussed. (Author/JMK)

ED 237 518 TM 830 196

Baird, Leonard L.
An Examination of the Graduate Study Application and Enrollment Decisions of GRE Candidates.
Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.

REPORT NO.- ETS-RR-82-53; GREB-RR-79-11R
PUB DATE- Dec 82
AVAILABLE FROM- Educational Testing Service, Research Publications, R-116, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Applicants; *College Entrance Examinations; Decision Making; *Enrollment; Evaluation Methods; *Followup Studies; *Graduate Study; Higher Education; Scores; Standardized Tests; Student Attitudes
IDENTIFIERS- *Graduate Record Examinations

This study was designed to analyze the relationship of Graduate Record Examination (GRE) scores to applicants' choices of institutions, their admission, and their enrollment. Applicants from four fields were followed up the year after they had taken the GRE tests. Information was obtained about the departments to which the test takers applied and the departments that offered them admission. In addition, other information about the test takers' current status was collected. The typical respondent had applied to one or two departments, was accepted by at least one department, and said that he or she was satisfied with the department in which he or she was enrolled. This picture changed slightly when applicants were grouped by undergraduate grades, GRE scores, sex, race, and intended fields of study. There was evidence of self-selection by test takers to apply to more prestigious departments, based on their undergraduate grades and GRE scores. Respondents felt that the GRE test were fair and that they were not obstacles to entrance to graduate education. (Author)

ED 237 586 UD 022 917

Small Grants for Teachers: A Handbook.
Allegheny Conference on Community Development, Pittsburgh, PA.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 82

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Check Lists; Community Programs; *Community Support; Elementary Secondary Education; *Grants; Guidelines; *Program Development; *School Community Relationship; School Districts; School Support; *Teachers
IDENTIFIERS- PF Project

The purpose of this handbook is to help communities initiate small grant programs for teachers using the one currently operating in Pittsburgh (Pennsylvania) as a model. Small grant programs, in which teachers compete for community-sponsored grants to carry out innovative projects with their students, are described as meeting two needs: new resources are brought to the classroom, and education's isolation from business and the community is broken down. Six key considerations in planning a program are discussed: (1) obtaining school district commitment; (2) forming a grant review committee; (3) raising funds; (4) coordinating the program; (5) publicizing the program; and (6) awarding grants. Review committee guidelines for awarding grants are offered as well as a checklist for program planning and implementation. Once the program is operating successfully, it is recommended that greater community-school cooperation be sought through additional avenues. An address and telephone number are provided for further information. (DC)

ED 237 219 PS 013 971

Comparative Licensing Study: Profiles of State Day Care Licensing Requirements. Day Care Centers. Volume 2: Indiana - Nebraska. Revised Edition 1981.

Johnson (Lawrence) and Associates, Inc., Washington, D.C.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF03/PC27 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Activities; *Certification; Child Caregivers; Comparative Analysis; *Day Care Centers; Disabilities; Early Childhood Education; Facility Requirements; *Federal Regulation; Food Service; Health; *Local Legislation; National Surveys; Nutrition; Parent Participation; Professional Personnel; Safety; *State Legislation; Student Teacher Ratio

IDENTIFIERS- District of Columbia; Guam; Puerto Rico; United States; Virgin Islands

Updating the Administration for Children, Youth and Families' 1978 "Comparative Licensing Study," a study was conducted to provide a common framework for assessing state activities in critical child care licensing areas and to record the status of child care licensing as of March 1981 in the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. The updated, six-volume comparative licensing study improves the format of the original (e.g., gives greater prominence to group size and infant care) and contains detailed information on state laws and regulations dealing with family child care homes, group child care homes, and day care centers. The format consists of the following categories: (1) state licensing of child day care facilities; (2) licensing process and enforcement procedures; (3) administration; (4) group compositions of children; (5) staff qualifications and training requirements; (6) program of activities, including education; (7) health and safety; (8) nutrition and food services; (9) social services; (10) parent participation; (11) infants and toddlers; (12) children with handicapping conditions; (13) school age children; (14) facility requirements; and (15) other state requirements - compliance with other local, state, and regional laws and regulations. Volume 2 profiles requirements of day care centers in Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, and Nebraska. In some profiles, some categories are not detailed. (RH)

ED 237 233 PS 013 987

Jump, Teresa L.
Dual Career Families and the Parental Roles They Assume with Their Young Children.
PUB DATE- 16 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Rearing; *Dual Career Family; *Employed Parents; *Family Characteristics; *Family Life; *Parent Responsibility; Parent Role; Sex Differences

A microsociological study of the dual-career family focused on the extent to which career mothers and fathers share child care responsibilities. Dependent variables included the amount of time dual-career parents spend in child care and the number of caregiving tasks they share; independent variables were the employment-related determinants of time spent in child care. The 49 couples who participated in the study were individually given an initial interview, an explanation of the study, a child care time/task analysis log, and a 100-item questionnaire. Participants then selected a week during a given 2-month period to complete the log, recording their involvement in child care. Total minutes spent in caregiving tasks were tallied under five major child care dimensions: physical, affective, cognitive, social, and other. Couples were then categorized according to traditional, transitional, or role sharing/egalitarian patterns with respect to the total time they shared in child care and each child care dimension. The time analysis identified 20 egalitarian, 26 transitional, and 3 traditional couples, each of whom spent an average of 54 hours weekly in child care activities. Wives averaged 28 hours; husbands averaged 26. Chi square analysis employed to test associations between employment variables and parental role-sharing variables indicated no significant relationships. (RH)

ED 237 291 RC 014 469

Fort Madison Community Betterment Survey.
Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- CRD-118.
PUB DATE- Jun 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Community Attitudes; Community Characteristics; Community Health Services; Community Organizations; *Community Planning; Community Programs; *Community Satisfaction; Community Services; Community Surveys; Elementary Secondary Education; Parochial Schools; Public Schools; Recreational Programs; School Attitudes; Transportation; Utilities
IDENTIFIERS- Entertainment; *Iowa (Fort Madison); *Retail Stores; Small Towns

Spurred by sagging retail trade and the need for future planning, the Fort Madison (Iowa) Chamber of Commerce initiated a community survey to determine attitudes of residents towards various community characteristics. A 7-section questionnaire was distributed to a random sample of 411 area households, of which 268 or 72.2% responded. Over 75% of the respondents had lived in Fort Madison for at least 11 years and 64.2% were employed full- or part-time. Generally, their image of the city and its residents was very positive, especially among older respondents. They rated the quality of community services positively except for street maintenance, housing availability, and youth programs. Transportation was rated poorly as was school discipline. Respondents rated recreation opportunities positively but faulted available entertainment, especially dining and movies. Many respondents shopped elsewhere for wider selection and better quality, service, and prices, especially when purchasing furniture or clothing. Respondents voiced support for new department and clothing stores; 66% favored a shopping mall. One third also obtained medical care elsewhere and 71% perceived a need for another physician in Fort Madison. Respondents were satisfied with available dental and pharmacy facilities but not with available hospital care or costs. An appendix contains complete survey results. (SB)

ED 237 305 RC 14 483

Cook, Annabel Kirschner

Hispanics in the Pacific Northwest.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Age; Census Figures; *Community Characteristics; Comparative Analysis; *Demography; Employment Level; Family Characteristics; Family Structure; Females; *Hispanic Americans; Labor Force; Place of Residence; Population Distribution; Population Growth; Poverty; *Rural Urban Differences; *Whites
IDENTIFIERS- *Diversity (Groups); *Pacific Northwest

Sources of diversity in the Pacific Northwest's Spanish origin population, up 79.7% since 1970, was the subject of research based on 1980 Census data. Census information for Whites and Hispanics from metropolitan and nonmetropolitan counties with 400 or more persons of Spanish origin was compared on the basis of age, family/household structure, employment/unemployment status, educational level, and poverty level. Among area Hispanics, 42.3% were under 18, compared to 27.2% of area Whites. Non-family households were less common for Hispanics, of whom 56% were married compared to 41.5% of Whites. Single women headed 11.9% of Hispanic families but only 7.8% of White families. In the labor force, male Hispanics had much higher participation rates than White males in all types of counties. Contrary to previous findings, Hispanic women also had high participation rates. Nevertheless, standard patterns of high Hispanic unemployment prevailed in the area, as did established patterns of Hispanic education and poverty levels. Lower education and higher poverty rates occurred in nonmetropolitan and highly agricultural areas for both Hispanics and Whites, but the differences were markedly greater for Hispanics. Research is needed in several areas, including female labor force participation and the processes which create a disadvantaged population. (SB)

ED 237 321 SE 043 405

Andersson, Lillemor, Ed.
Science Subjects--An Evaluation of Student Achievement and Attitudes in International Perspective. (IEA Science II).
Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; Curriculum Development; Decentralization; *Educational Trends; Elementary School Science; Elementary Secondary Education; Foreign Countries; *Research Design; Research Needs; *Science Education; Secondary School Science; Sex Differences; *Student Attitudes
IDENTIFIERS- *Science Education Research; *Sweden

Because of changes in the Swedish educational system (including formation of a new upper secondary school), as well as changes in other countries, the International Association for the Evaluation of Educational Achievement (IEA) is undertaking a new science study to provide evidence for policymaking and for better understanding the teaching/learning processes and the factors which influence outcomes. The international study has three main goals, namely, to describe (1): increased decentralization which has occurred in many countries in recent years, and to study the consequences that this decentralization can have; (2) changes which have occurred in many countries in recruitment to primary and upper secondary schooling; and (3) student achievement in science and attitudes toward science, and to compare achievement levels and attitudes with the first IEA study. Specific goals of the Swedish study include: outline developments since 1970 in curriculum and student achievement/attitudes; examine effects of implementation of new science curricula in compulsory and upper secondary schooling; evaluate competence levels in basic science knowledge; examine knowledge related to requirements of different "users" of scientific/technical manpower; investigate student attitudes toward science/schools; study sex differences in achievement/attitudes; investigate relationship between instructional factors and student achievement/attitudes; and make international comparisons concerning student achievement/attitudes. (JN)

ED 237 366 SE 043 660

Horsfall, J. Stuart

Energy & Man's Environment Impact Study. Summary of Results.

Energy and Man's Environment, Inc., Salt Lake City, UT.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Secondary Education; *Energy; Environmental Education; Higher Education; Instructional Materials; *Participant Satisfaction; *Program Effectiveness; Program Evaluation; Science Education; Teacher Characteristics; *Workshops
IDENTIFIERS- *Energy and Mans Environment Project; *Energy Education

An evaluation was conducted on the effectiveness of Energy and Man's Environment (EME), a nonprofit energy organization which conducts energy programs in 15 states around the United States. Three research questions were addressed: (1) Who is the consumer of EME workshops and the user of EME materials? (2) How do participants view EME workshops. Specifically, how are the presentations and content perceived? (3) What impact does participation in EME workshops have on educators? Survey instruments (sample included in appendix) were mailed to national (N=1188) and regional (N=1399) samples representing individuals participating in implementation, make-and-take, and college credit workshops during 1982. Response rates were 454 national (39 percent) and 539 regional (38 percent). Results are reported and discussed in three sections corresponding to the three research questions posed. Among the results presented are those indicating that: a majority of EME participants are elementary school teachers; participants are typically very experienced educators and attend workshops on their own volition; participants regard workshop presentations as clear, well organized/prepared, effective, relatively value free, and interactive; that subject matter is informative, useful, and practical; and that approximately half of workshop participants develop/compile other energy materials to supplement ones received. (JN)

ED 237 410 SO 015 164

Delaney, Mary Kay; And Others
The Washington Notebook.
Close Up Foundation, Arlington, VA.
PUB DATE- 83
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Budgets; Civil Rights; Controversial Issues (Course Content); Court Role; *Current Events; Environment; Federal Legislation; Federal Programs; Field Experience Programs; Field Trips; Financial Policy; *Government (Administrative Body); *Government Role; International Relations; Learning Activities; Lobbying; National Defense; *Political Issues; Political Science; Public Affairs Education; Public Policy; Secondary Education; Social Services; Social Studies; *United States Government (Course)
IDENTIFIERS- *District of Columbia; Media Role; Special Interest Groups; *United States; USSR

Designed to enhance participation in the Close-Up Program's week of study in Washington, D.C. for secondary students, the materials on political processes and issues provided in this student handbook can be useful in secondary level social studies, political science, and current events courses. The booklet is arranged into three sections. Section 1 contains activities focusing on the issues of defense, social welfare, civil rights, environment, the Soviet Union, and the national budget, each of which corresponds with a reading in the Close Up companion publication, "Current Issues." Students can complete these activities on their own or with the teacher. Section 2 contains information and materials useful during the Close Up students' week in Washington, including maps, charts of governmental processes, and guides for the Close Up sponsored seminars on the judiciary, the presidency, defense, international relations, lobbying, and the media. Section 3 provides Close Up participants with an opportunity to reflect on their week's activities in the nation's capital and includes suggestions for continued political involvement. The handbook concludes with an answer key to the exercises in section one. (LP)

ED 237 457 SP 022 602

Griffin, Gary A.
The Dilemma of Determining Essential Planning and Decision-Making Skills for Beginning Educators.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Beginning Teachers; *Curriculum Development; Curriculum Evaluation; *Decision Making; *Educational Planning; Grouping (Instructional Purposes); Higher Education; *Instructional Development; Preservice Teacher Education; Student Evaluation; Student Teaching; Teacher Role

In struggling to come to grips with essential skills for beginning educators, it helps to think of the requirements of teaching. Four basic requirements of teaching are: (1) curriculum planning and implementation; (2) instruction; (3) grouping of students; and (4) evaluation. For each of the four requirements of teaching, the teacher must demonstrate planning and/or decision making skills. Each of the four requirements of teaching may be considered from at least three vantage points. One is as a planning activity, wherein the teacher makes considered decisions about what might occur in the classroom. The second vantage point is as the implementation of a plan, wherein the teacher, together with the students, acts out the plan in a learning setting. The third point of view is as a reflection phase, in which the teacher figuratively plays back the plan and the implementation in such a way as to make judgments about such issues as the success or failure of the instructional sequence, the degree of sustained interest on the part of students, the next steps in the curricular segment, and so forth. This way of thinking about teacher planning and decision making leads to a conception that accounts for proactive, interactive, and reflective behavior. It promotes a way of thinking about teaching that gives deliberate attention to the relation between teacher thought and teaching activity. This paper notes the lack of systematic research attention that has been paid to teacher planning and decision making and discusses in detail two pertinent studies: a semester-long study of student teaching (Griffin et al.); and a review of research on teacher judgment, planning, and decision making (Shavelson). (JMK)

ED 237 553 TM 830 817

Intriligator, Barbara A.
Evaluating Inter-Organizational Relationships.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College School Cooperation; Cooperative Planning; Evaluation Methods; Institutional Characteristics; *Institutional Cooperation; *Models; Regional Cooperation; Research Coordinating Units
IDENTIFIERS- *Interorganizational Relationships

This paper presents a paradigm for evaluating an inter-organizational relationship (IOR) wherein two or more independent organizations agree to pool their authority, resources, and energies in order to achieve the goals they desire. Indicators of IOR effectiveness are clustered into four major categories: organizational situations, structural characteristics, relational characteristics, and process characteristics. Organizational characteristics conducive to a collaborative IOR include the existence of potential resources, a generally cooperative environment, and congruence between the organization's goals and IOR goals. Structural characteristics of IORs include coordinating mechanisms, demographic conditions, and resource contributions. Relational characteristics of IORs include interactions among individual representatives of member organizations, and complex and multiple ties at various levels. Process characteristics of IORs include degree of formality, features of the exchange process, and patterns of influence. Evaluations of IORs need to attend to these four components in the paradigm. (BW)

ED 237 570 TM 830 835

Smith, Jana Kay, Ed.
Proceedings of the Seminar "Cost Analysis in Educational Evaluation: Where to from Here." Research on Evaluation Program. Paper and Report Series No. 87.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTIONS- *Cost Effectiveness; Educational Research; Evaluation Methods; *Program Evaluation; Research and Development Centers; *Research Needs; *School Districts; *State Departments of Education
IDENTIFIERS- *Northwest Regional Educational Laboratory; Technical Assistance Centers

On May 18, 1983 a conference was held at the Northwest Regional Educational Laboratory (NWREL) to discuss the status of work on cost analysis studies in education at the state and local level. NWREL, local and state education agencies in Oregon and Washington, and two Portland area universities were represented at the conference. Jana Kay Smith presented a report which reviewed cost studies conducted at NWREL from 1978 to 1982. The report assessed the current practice of cost analysis in education and proposed a system to help determine the cost needs of a client requesting a cost study. Larry Picus had conducted the majority of cost studies reviewed in Smith's report and shared his experiences with applications of cost analysis methods in educational settings. Members of a panel which consisted of local and state education agency and NWREL staff discussed prospects for cost analysis methods in their agencies. All panel members (Don Egge, Walt Hathaway, Zeno Katterle, and Robert Rath) were known for their interest in the area of cost analysis and for their experience in the conduct of such studies. A transcript of the conference proceedings (major presentations and audience discussion) is included. (PN)

ED 237 173 JC 830 838

Wilkinson, James
The Art of Teaching.
PUB DATE- 23 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *College Instruction; College Role; College Students; Discussion (Teaching Technique); Higher Education; Instructional Improvement; Lecture Method; *Teacher Effectiveness; *Teacher Influence; Teacher Role; Teaching Models
IDENTIFIERS- PF Project; Teacher Competencies

College teachers can act as intermediaries between a class and a body of knowledge by making three important contributions: structure, evaluation, and support. The teacher's task is to keep the student's initial drive and enthusiasm intact while thwarting the desire to be content with easy answers. Teachers need to encourage a critical outlook and introduce students to examples of excellence. Although lectures present results and leave students with a clearly defined conceptual universe, a greater sense of personal discovery is possible in a discussion. Therefore, the sequence--lecture, lab, discussion--forms a pedagogical continuum that best facilitates learning. In addition to facilitating structured discussions, teachers can facilitate learning by serving as models of qualities such as honesty, perseverance, self-discipline, and service to an ideal. Good teaching does make a difference by inducing students to demand more of themselves, leading them to new ways of solving problems, awakening unsuspected talents, and inspiring students to become caring, creative, and thoughtful. (LH)

ED 237 190 PS 013 771

Becher, Rhoda McShane
I Know What I'm Doing, I Just Don't Know What to Call It.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Childhood Interests; *Cognitive Processes; Cognitive Style; *Creativity; *Curriculum Development; Early Childhood Education; Integrated Curriculum; *Play; *Student Projects; Teacher Role; Teaching Methods

Three concepts critically important in developing curricula for young children are play, thinking/creativity, and sustained interest. Through play, children explore the world; practice discovered relationships; and establish meanings for concepts, words, ideas, and actions. Teachers should actively focus on the learning potential of play. Teachers' concepts of children's cognitive and creative development should also be broad enough to include a range of thinking activity levels and at least four basic dimensions of creativity. Specifically with respect to thinking, children are capable of knowledge acquisition/processing, comprehension, application, analysis, synthesis, and evaluation. Ideational fluency, originality, flexibility, and elaborate thinking are dimensions of creativity that teachers can also increase, while they remain sensitive to differences in children's learning styles. A good curriculum is responsive to children's curiosity, develops and furthers their interest commitments, and introduces new areas of interest. These three important aspects of curricula for young children can be integrated in practice through the use of "webbing" and a project approach. Webbing, a process designed to organize children's brainstorming efforts, results in an integrated written record of the knowledge, processes, resources, and learning experiences/products associated with a given topic and provides a

Ventura, Jacqueline N.
Interactive Processes in the Childbearing Family: Conceptual and Methodological Issues.
SPONS. AGENCY- California Univ., San Francisco.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); Coping; Family Environment; Family Relationship; *Infants; *Interpersonal Relationship; Marriage; Models; Personal Autonomy; *Personality; *Research Methodology; Research Proposals; Self Evaluation (Individuals); Social Behavior; *Spouses
IDENTIFIERS- Child Influence; *Conceptual Frameworks; Developmental Patterns; *Parenthood; Self Report Measures

Parenthood is a normal event in which the birth of a baby temporarily upsets the internal structure of the family system as boundaries, roles, and tasks are reorganized to accommodate the new member. In understanding how interactions between and within spousal and parental relationships affect parental adjustment, concepts of development need to be considered. Described in this paper is one way of conceptualizing and measuring family interactions in the childbearing family. Specifically discussed is a self-report method intended to assess men and women with regard to (1) changes in the marital relationship from just before to 5 months after the birth of the first child; (2) the association between individual functioning and the marital relationship before and after the birth; and (3) the interactions among parents' coping, perceptions of infant temperament, and the marital relationship after the infant's birth. A proposed developmental study implementing the model is described. (RH)

ED 237 336 SE 043 541

Emergency Mathematics and Science Education Act. Report Together with Additional and Dissenting Views. House of Representatives, Ninety-eighth Congress, First Session (February 17, 1983). Rept. 98-6, Part 1.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 17 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTIONS- Academic Achievement; *Educational Improvement; *Educational Needs; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Females; Higher Education; Industry; *Mathematics Education; Program Improvement; *Science Education; Second Languages
IDENTIFIERS- *National Defense Education Act; Proposed Legislation

Amendments to H.R. 1310 (Elementary Mathematics and Science Education Act) and to the National Defense Education Act of 1958 are presented. Also presented is a summary of H.R. 1310, highlighting: elementary and secondary programs; postsecondary programs; background/need for the legislation; student preparation and achievement; foreign languages; underrepresentation of women and minorities; other needs in mathematics/science education; needs of industry and defense; and need for federal legislation. In addition, major provisions of the bill are presented, focusing on: part A (elementary and secondary programs)- authorizations, funds distribution, state/local shares, local/state use of funds, and general provisions; part B (postsecondary programs)- authorizations, National Teaching Scholarships, curriculum improvement and faculty development at institutions of higher education, summer institutes, and research; and part C (teacher initiative grants). Also included are costs estimates, a section-by-section analysis, general provisions of the National Defense Education Act, and additional and dissenting views of H.R. 1310. (JN)

ED 237 426 SO 015 182

Marquis, Carol; And Others
Exploring Communication. GPE Humanities Series.
Global Perspectives in Education, Inc., New York, N.Y.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 79
AVAILABLE FROM- Global Perspectives in Education, Inc., 218 East 18th St., Box 76, New York, NY 10003 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Athletics; *Communication (Thought Transfer); *Concept Teaching; Dialects; Elementary Secondary Education; *Global Approach; *Interdisciplinary Approach; Language Arts; Learning Activities; Music; Mythology; Relevance (Education); Science Instruction; Social Studies; Symbolic Language

Intended to help elementary and secondary students develop a global perspective, this manual contains ready-to-use lessons and activities dealing with the concept of communication. The materials can be used in individual courses in the social studies, language arts, and science, or in interdisciplinary courses. The activities in part 1 deal with "Communication and Miscommunication." Students create a symbolic language, explore the use of silent language and nonverbal sounds, try to communicate without words, study the uses of dialect and jargon, discover sign languages in the road signs of their areas, create their own posters, and learn about barriers to communication. "Modes of Expression" is the focus on the activities in part 2. Students learn how early American women used needlework as a form of expression, compare social and aesthetic aspects of sports through readings and pictures, make their own statements with music and words, and analyze classic myths and create new variations on the ancient themes. Information provided for each activity includes purpose, time required, a description of materials needed, and specific teaching procedures.(RM)

ED 237 536 TM 830 789

Student Achievement in Illinois: An Analysis of Student Progress.
Illinois State Board of Education, Springfield. Evaluation and Assessment Section.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Achievement Tests; Comparative Analysis; Elementary Secondary Education; Institutional Characteristics; Local Norms; National Norms; *State Programs; Student Characteristics; *Student Evaluation; Testing Programs; *Test Results
IDENTIFIERS- American College Testing Program; Decade Study Test; High School and Beyond (NCES); *Illinois; Illinois Inventory of Educational Progress; National Assessment of Educational Progress; Scholastic Aptitude Test

This report on student achievement in Illinois describes and synthesizes the results of six different measures of the achievement of Illinois students. The six tests are: (1) Illinois Inventory of Educational Progress, (2) Decade Study Test, (3) High School and Beyond Test, (4) Scholastic Aptitude Test, (5) American College Test, and (6) National Assessment of Educational Progress. These instruments are described in tabular form in terms of the students tested, curricular areas assessed, and overall purpose. This report provides an analysis of student progress across years, from basic to advanced skills in reading, language arts, social studies, mathematics, and science. An attempt has been made to integrate the results of the six measures of achievement to obtain a more complete picture of the performance of Illinois students and, indirectly, Illinois schools. This study of student achievement was conducted to answer three major questions: how well are Illinois students performing in academic areas as compared to students in other parts of the nation and the nation as a whole?; how well are Illinois students of today performing in academic areas as compared to Illinois students during the last decade?; and what student and school characteristics are related to achievement of Illinois students? (PN)

ED 237 249 RC 013 951

McQuiston, John M.; Brod, Rodney L.
The Status of Educational Attainment and Performance of Adult American Indians and Alaska Natives.
National Indian Management Service of America, Inc., Philadelphia, Miss.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 15 Jul 81
GRANT- G007002795; G007802770; G007902676
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Academic Achievement; Academic Aspiration; Access to Education; Adult Education; Adult Literacy; *Adults; *Alaska Natives; American Indian Education; American Indian Languages; *American Indians; Community Education; Community Involvement; Dropout Characteristics; *Educational Assessment; *Educational Attainment; Educational Status Comparison; Elementary Secondary Education; Employment Patterns; Language of Instruction; Language Role; National Surveys; *Participant Satisfaction; Quality of Life; Relevance (Education); Unemployment

A 4-year nationwide survey of educational services to adult American Indians and Alaska Natives was designed so the U.S. Department of Education Office of Indian Education could make decisions about services and funding levels, develop policy, and assess relationships between social conditions, education, and literacy. Home interviews with 4,000 randomly-selected adult Indians used a 16-page questionnaire and 57-item performance level examination; providers of Indian adult education received another questionnaire. Findings indicated the median education among adult Indians was substantially lower than that of any other ethnic/racial group; scores on the Adult Performance Level examination were low; literacy (reading, writing, arithmetic) as measured on the examination did not increase importantly with years of formal education; few Indian adults had attended college; only 57% had high school diplomas (or equivalent); more than 33% were dissatisfied with their education; about 75% wanted more education; and 2 of 3 felt they received irrelevant education. Although Indian-based or community adult education programs were considered most successful, their students did not attend college or better their job situation. Recommendations called for use of native languages in instruction, examination of discriminatory practices, more Indian teachers, and increased Indian community involvement in education. (MH)

ED 237 351 SE 043 563

Clarkson, Philip C., Ed.
Research in Mathematics Education in Papua New Guinea: 1983.
Proceedings of the Mathematics Education Conference (3rd,
Mathematics Education Centre, Lae, Papua New Guinea, May, 1983).
Papua New Guinea Univ. of Technology, Lae.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Calculators; Concept Formation; Elementary Secondary Education; Engineering; Higher Education; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; Mathematics Skills; *Microcomputers; Problem Solving; *Spatial Ability

IDENTIFIERS- *Mathematics Education Research; *Papua New Guinea

Abstracts and/or complete papers presented at this conference are provided in seven sections. Section 1 includes papers focusing on microcomputers and education. Section 2 includes a research review on spatial ability and its relation to mathematics education and two studies, focusing on spatial ability tasks for mathematics teachers/students and problem-solving for Yapese elementary schools. Papers in section 3 examine factors related to post year 10 mathematics. Studies in section 4 focus on first year university students' mathematical performance on the 1982 end of course examination, difficulties encountered in applying mathematical skills to solving engineering problems, and engineering mathematics. Section 5 includes a review of the Mathematics Education Centre (Papua New Guinea University of Technology--PNGUT) and studies on: abilities of senior secondary students at proportionality tasks, use of calculators in provincial high schools, and development of rational number concepts. Section 6 includes papers examining relationships between arithmetic and algebra, and the availability of mathematics resources in the Morobe Provincial High Schools. Five papers focusing on problem-solving at PNGUT are presented in section 7, including a literature review on the topic and an examination of how understanding the nature of a problem is helpful in developing successful problem solvers. (JN)

ED 237 381 SO 015 025

King, Barrie
Economic Understanding and BEC National Level Students. Research Papers in Economics Education.
London Univ. (England). Inst. of Education.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Business Education; Comparative Education; Curriculum Development; Curriculum Evaluation; *Economics Education; *Educational Assessment; Educational Research; Higher Education
IDENTIFIERS- Great Britain

The implementation of a unified national system of non-degree courses in business administration, the Business Economic Council (BEC) courses, replaced the ordinary national diploma and certificate courses in business administration in British colleges in the 1970's. Widespread faculty concern that these new courses have not been providing adequate economics education is examined in this study. A total of 132 BEC national level students at 3 colleges completed a questionnaire and took the Test of Economic Comprehension, covering microeconomics, macroeconomics, and trade and comparative systems. The test was administered as a pretest before the students major economic coursework and again after completion of the courses. The results tended to reinforce faculty concerns. Only 1 of 3 sample groups registered a significant increase in ability, and then only in microeconomics and trade and comparative systems. Findings also indicated a correlation between previous economic knowledge and learning achievement. While the BEC program has encouraged teachers to assess their instruction, it seems clear that the program has not met its goals of developing students' economic knowledge and understanding. A student questionnaire and bibliography are included. (LP)

ED 237 396 SO 015 100

Hartung, Elizabeth Ann
Cultural Adjustment Difficulties of Japanese Adolescents Sojourning in the U.S.A. Occasional Papers in Intercultural Learning No. 5.
SPONS. AGENCY- AFS International/Intercultural Programs, Inc., New York, N.Y.
PUB DATE- Nov 83
AVAILABLE FROM- Editor, Occasional Papers in Intercultural Learning, AFS International/Intercultural Programs, Inc., 313 East 43rd Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Communication Problems; Cultural Awareness; Cultural Differences; Culture Conflict; English (Second Language); Family Life; *Foreign Students; High Schools; International Educational Exchange; Interpersonal Relationship; Language Skills; *Student Adjustment; Student Exchange Programs; *Student Reaction; Student Teacher Relationship; *Study Abroad
IDENTIFIERS- *Japanese People

The adjustment difficulties of Japanese high school students studying in the United States were examined in order to create a framework for the construction of orientation materials for exchange students. A total of 106 Japanese students enrolled in U.S. senior high schools as participants in the AFS Year Program to the United States completed a Japanese language questionnaire which asked them to rate and comment on 54 items describing potential adjustment problems. This report lists the questionnaire items and summarizes the student comments according to the U.S. culture in general, school life and peers, family life, and the use of English. Results indicate that for the students the most difficult aspects of living in America included knowing appropriate topics to talk about, understanding the way Americans showed emotions and American humor, making friends with other students, and getting used to the informal relationships between students and teachers. In general, there were few problems regarding the students' relationship with the host parents and children. However, when problems did arise, it was extremely difficult for the students to discuss them with the host family. Most students felt that they had not had adequate training in oral English. (RM)

ED 237 441 SO 015 208

Butterfield, Sherri M.
First Steps to Personal Money Management. BANK-ED I: Personal Money Management Series.
BANK-ED, Inc., San Diego, CA.; E.T.S. & Associates, San Diego, CA.
PUB DATE- 80
AVAILABLE FROM- BANK-ED, Inc., 1133 G Street, San Diego, CA 92101.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Daily Living Skills; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Learning Activities; Mathematics Skills; *Monetary Systems; *Money Management; Teaching Methods; Units of Study; Worksheets
IDENTIFIERS- Checking Accounts; PF Project

This unit provides methods, materials, and activities for teaching about money in grades 4-6. It is divided into three sections: money and barter; disciplines and responsibilities; and organization and recordkeeping. Each section includes notes to aid the teacher in preparing and presenting the material, pre/post tests, and a series of one-page reproducible sheets which contain information or activities for students. Topics covered in the sheets include: (1) history of barter and money; (2) facts, vocabulary, and quotes about money; (3) purpose of money as exchange for goods and services; (4) work as a means of getting money; (5) need for discipline and responsibility in making and managing money; (6) ways of hiding and holding on to money; (7) history and purpose of checking accounts; (8) how to open a checking account and write checks; and (9) tips and practice in checkbook recordkeeping. Activities are designed to teach mathematics and life skills associated with managing money. The unit can be taught separately or as a part of regular classroom units in other subjects. (DC)

ED 237 473 SP 023 260

Applegate, Jane H.; Lasley, Thomas J.
What Undergraduate Students Expect from Preservice Field Experiences.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Techniques; Cooperating Teachers; *Education Majors; *Expectation; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Student Attitudes; *Teaching Experience; Teaching Skills

Research about student attitudes toward preservice teaching experience focused on two primary questions: (1) What do undergraduate education students expect from early field experiences? and (2) What underlying construct can be inferred from these expectations which may be useful in shaping future experiences? Two types of data were collected from two separate samples of students. First, 354 personal accounts of expectations were recorded by 197 students prior to having early field experiences. A checklist of 57 student expectations was developed from responses. A second sample of 291 students from 8 different college/university sources responded to the checklist. Factors were named to reflect areas of students' expectations for: (1) assessing the complexities of teaching; (2) modeling professional practice; (3) acquiring practical insights and ideas; (4) practicing teaching skills; (5) understanding a variety of school and classroom settings; and (6) dealing directly with students. An analysis is presented in this paper of responses to each of these factors. A discussion of the findings' implications includes the suggestion that preservice teachers should be clearly instructed about the purpose of field experiences and told specifically what to expect during each experience. (JD)

ED 237 489 SP 023 318

Anderson, Linda M.; And Others
Student Responses to Classroom Instruction. Final Report.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- 400-81-0041
GRANT- NIE-G-80-0073
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technic[illegible] (143)
DESCRIPTIONS- Academic Achievement; [illegible]ssignments; *Classroom Techniques; Elementary Education; *Elementary School Students; Grade 1; *High Achievement; *Low Achievement; Student Attitudes; Student Characteristics; Student Motivation; Student Reaction; Study Habits; *Teacher Effectiveness; Teaching Methods; Time on Task
IDENTIFIERS- *Seatwork

The response to seatwork assignments of 26 high and low achievers in 8 first grade classrooms was examined. Students were observed during five half-days of school over a five to six month period. Teachers were interviewed twice during the year, with particular attention being paid to how they handled selecting seatwork assignments, presented them to students, monitored seatwork, and evaluated and gave feedback. A review of the data revealed that every poor responder was a member of a lower level reading group, and every high responder a member of a higher level reading group. These data suggested that seatwork was a qualitatively different experience for low achievers. Further analyses of the data revealed that poor responders differed in ease of answering questions, and used strategies that helped them complete assignments but did not aid their understanding. These data suggested why achievement differences widen over time; lower achievers were spending less of their seatwork time in beneficial ways than were the higher achievers. Teacher data indicated that poorer responses of lower achievers could be related to the teachers' emphasis on seatwork as a matter of routine, assignment of work that was too difficult, failure to provide help-seeking mechanisms, and an emphasis on persistence and task completion rather than on task understanding. Case studies are appended of four high achievers and four low achievers. (JD)

ED 237 519 TM 830 351

Baird, Leonard L.
Attempts at Defining Interpersonal Competencies.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-83-15
PUB DATE- Mar 83
AVAILABLE FROM- Educational Testing Service, Research Publications, R-116, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; Children; Interpersonal Communication;

*Interpersonal Competence; *Leadership Qualities; *Skill Analysis; *Skill Development; *Social Development; Socialization

This review was intended to identify generic skills in interpersonal relations and to examine the implications of research for attempts to assess these skills. Using a developmental framework, three areas of research were reviewed: the social development of children and adolescents, clinical studies of interpersonal competence, and studies of effective leadership. Six skills appeared in this literature: use of basic social forms, common interactions with others, constructive assertiveness, internal monitoring, emotional expression, and the coordination of group activities. (Author)

ED 237 587 UD 023 158

Davidson, Graham

Australian Aboriginal Unemployment: Is It a Case of Psychological Readiness or Racism?

PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cultural Differences; Cultural Traits; Culture Conflict; Educationally Disadvantaged; Equal Opportunities (Jobs); Foreign Countries; Psychological Characteristics; *Racial Discrimination; *Social Values; *Unemployment; *Work Attitudes
IDENTIFIERS- *Aboriginal People; Australia; *Australians

Australian aboriginal unemployment stands at somewhere between 45 percent and 80 percent, a situation caused, according to certain observers, by aboriginal attitudes and values regarding work and by educational disadvantage, not by anything in the working environment. According to this view, aborigines are said to be lacking in motivation, to attach little value to work, to be "by nature" noncompetitive, and to show minimal concern for their future well-being. Research contradicts these popular beliefs. Educational disadvantage limits opportunities for employment in white collar and professional jobs and in some circumstances may preclude training, but it should neither limit employment in semiskilled and laboring jobs nor affect opportunities for on-the-job training and apprenticeships. Yet, for aborigines it does both. Research and anecdotal evidence suggest that discrimination is a major contributing factor to aboriginal unemployment. Furthermore, government-sponsored regional employment and training programs, which subsidize employers who train or make provision for training aborigines, have increased aboriginal job placements dramatically and are strong evidence that unemployment is due partially to employers' reluctance to hire aborigines. Aboriginal unemployment, then, must be viewed mainly within the broader context of unequal opportunity in recruitment, training, and work conditions, and not as something done to aborigines by themselves. (CMG)

ED 237 206 PS 013 953

McDermott, Marilyn
The Impact of Classroom Interaction Patterns on Students' Achievement-Related Beliefs and Behaviors.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Communication, Classroom Observation Techniques; *Expectation; Feedback; Junior High Schools; *Junior High School Students; *Mathematics Achievement; Questionnaires; Secondary School Teachers; *Sex Bias; Sex Differences; *Teacher Behavior; Teacher Influence

An investigation was made to determine whether teacher expectations influence the way teachers interact with students and, if they do, to assess what effects teacher behavior might have. Also addressed was the question of whether teachers treat males and females differently in ways that may discourage females in math. All teacher/student interactions occurring in a seventh-, an eighth-, and a ninth-grade math class were observed for 10 days each; students and teachers completed questionnaires the year the observations were made and the following year. Student questionnaires measured attitudes, perceptions, values, plans, and conceptions of and about mathematics. Teacher questionnaires elicited teachers' math-related expectations for each student. On the basis of teacher ratings, students were divided into high and low expectancy groups. Results of analyses of variance indicated that high expectancy students received more feedback than did low expectancy students, whereas low expectancy students received more total criticism. Low expectancy females received more teacher attention than did high expectancy females, and males rated high received equal amounts or more attention than did males rated low. Students were found to contribute to classroom interactions by choosing to initiate interactions with teachers and by variously interpreting teacher behavior. Results suggested that teachers could provide more feedback to encourage females in math and to improve males' interaction patterns. (RH)

ED 237 234 PS 013 988

Severns, Elizabeth
Primary Prevention of Sexual Child Abuse: A Program of Direct Child Education.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Child Abuse; Elementary Education; *Elementary School Students; Intervention; *Parent Education; *Prevention; Program Descriptions; Resource Materials; *School Personnel
IDENTIFIERS- *Primary Prevention; Sexual Abuse

Focusing on primary prevention, the program described was developed to prevent and minimize effects of child sexual abuse. The program offers (1) information for children on sexual abuse and molestation within the context of "good" and "bad" touching, (2) instruction for children concerning self-protection skills and opportunities to practice such skills, (3) instruction in and practice of self-assertiveness skills, (4) information for school personnel about child sexual abuse and available community resources, (5) information for school personnel concerning the primary prevention program and opportunities for these individuals to practice their role in the program, (6) information for parents and opportunities for parent participation, and (7) information about resources for program participants who become aware of personal problems concerning child abuse. Materials for children in kindergarten through third grade involve various games and role-playing activities; those for students in fourth through sixth grade consist of filmstrips designed to teach self-protection skills. Discussion materials address issues related to child sexual abuse and objections to the school-based program. Three appendices respectively include program materials, a list of bibliographic and organizational resources, and a list of related films and filmstrips; provide arguments countering objections to the program; and describe in detail processes involved in the sexual abuse of children, including mention of the nature of the experience, dynamics, consequences, and treatment. (RH)

ED 237 264 RC 014 416

Social Change and New Profiles of Educational Personnel. National Studies--India, Nepal, Philippines, Republic of Korea.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTIONS- *Change Strategies; Curriculum Development; Economic Change; *Educational Change; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Industrialization; National Programs; Nonformal Education; Personnel Policy; *Personnel Selection; *Rural Development; Rural to Urban Migration; *Social Change; Staff Development; *Teacher Characteristics; Teacher Education; Urbanization
IDENTIFIERS- India; Nepal; Philippines; South Korea

Papers from India, Nepal, the Philippines, and the Republic of Korea, from a seminar (Bangkok, 1980) on new personnel profiles in relation to changes in society and educational systems, present studies dealing with national mechanisms for preparing and updating profiles of educational personnel. The Indian study indicates that: changes in educational structures flow from both planned and unplanned socioeconomic changes (including increasing migration to urban areas by rural youth), diffused educational decision-making authority has led to difficulty in developing monitoring/evaluation methods, and training needs are met through modified preservice and extensive inservice training. Changes listed in the Nepalese paper include emphasis on vocational education, improved transportation/communication, improved teaching/learning methods, and involvement of people at grassroots level in development plans. Emphases for educational personnel include skill development and attitudinal change, linking training to rural development, and addressing training to specific personnel needs. The Philippine paper describes government emphasis on rural development, accelerated industrialization, and expansion of public services. Renewal of curricula, instructional materials/strategies, and personnel development programs is discussed. The Korean study notes increased industrialization, socioeconomic inequalities, rapid population growth and urbanization, value changes, mass media development, and new teacher profiles which will emphasize personality traits and professional competencies. (MH)

ED 237 278 RC 014 451

Reimer, John; And Others
The Cultural Instruction Component of Title IV, Part A Programs in Public Schools. Monograph 2.
Development Associates, Inc., Arlington, Va.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 30 Jun 83
CONTRACT- 300-80-0862
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Administrators; *American Indian Education; American Indian History; American Indian Languages; American Indian Literature; American Indians; Cultural Awareness; Cultural Background; *Cultural Education; Elementary Secondary Education; Handicrafts; Opinions; Parent School Relationship; *Program Effectiveness; Public Schools; *Relevance (Education); *School Community Relationship; School Districts; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Indian Education Act 1972 Title IV

Second in a series, the monograph presents detailed evaluation data on the cultural instruction component of the Indian Education Act Part A program and assesses its impact and relevancy for staff, faculty, students, parents, and Indian community members. Of 74 sampled projects employing culturally related instruction, 96% used multitribal topics and activities and all served Indian people. Although the projects represented the first cultural instruction for most participating schools, some became part of the regular program. Most project coordinators reported helpful, responsive districts and schools; most used school facilities for eight types of activities among which creative arts and crafts were most frequently taught and most well received. However, respondents thought only 11% of the projects were well balanced in terms of topics taught. The majority of all respondents thought the public schools should teach culturally related topics to build self-confidence, provide a broader understanding of Indians, and teach appreciation of Indians as part of American life. The projects affected the curriculum and classroom practices of 46% of the teachers. All respondents indicated that Indian students had benefitted from cultural instruction by increasing knowledge and appreciation of their culture and pride in themselves. Elementary students were more impressed by the projects than secondary students. (SB)

ED 237 306 RC 014 490

Duran, Richard P.

Organization of Chicano Children's Narrative Behavior. Final Report.

Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
GRANT- NIE-G-81-0126
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Students; Elementary Education; English; Grade 2; Intonation; Language Fluency; *Narration; Oral Interpretation; *Perspective Taking; *Reading Aloud to Others; Reading Skills; Social Development; Spanish; Speech Skills; *Story Reading; Stress (Phonology)
IDENTIFIERS- *Chicanos; *Contextualization

To determine how bilingual children display a sense of story in an oral reading activity at home, researchers video- and audio-taped samples of four bilingual Chicano second grade chidren engaged in matched narrative tasks. While the two male and two female children read aloud storybooks in English and Spanish in the home setting, reseachers focused on their presentation of story content, projection and control of the social role of story reader, and accuracy of story delivery. In particular they concentrated on the children's perspective strategies (how the children organized and coordinated the social act of story reading by manipulating the perspective of their speech and how this helped audience perception) and contextualization cues (how the children manipulated intonation, prosody, stress, and gesture to assist the listener's reception of an intended message). The children apparently followed general plans or "scripts" for how to go about reading to an audience and individual children seemed to exercise some regularity of style in oral reading. The perspective strategies used by the children in oral reading were related to their personalities, their English or Spanish fluency, and the characteristics of the setting and the texts. Plans for continuing research are included. (SB)

ED 237 322 SE 043 406

Actions of the International Environmental Education Programme 1975-1983.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- Sep 83
AVAILABLE FROM- UNESCO, 7, Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; *Environmental Education; Foreign Countries; *Nonformal Education; Pilot Projects; *Program Descriptions; *Publications; Teacher Education
IDENTIFIERS- Africa; *International Environmental Education Programme; Sri Lanka; *USSR

In 1975 Unesco, with the cooperation of the United Nations Environment Programme (UNEP), launched the current International Environmental Education Programme (IEEP). The initial 3-year phase of the IEEP was fundamentally that of promoting and stimulating environmental education among Unesco member states by (1) elaborating concepts, goals, and objectives of environmental education (EE) for its more effective orientation and implementation internationally; (2) developing background research and basic documentation on world needs, priorities and trends in EE; (3) collecting, organizing, and distributing EE information; and (4) convening a series of expert meetings. IEEP actions from its beginnings to the present time are discussed as related to three complimentary domains: development of general awareness of the necessity of EE; development of concepts and methodological approaches in this sphere; and efforts to incorporate an environmental dimension into the educational processes of member states. Highlights of IEEP research/experimentation and a list of IEEP pilot projects, personnel training workshops, meetings, and publications/reports are included. Reports of environmental education activities in African countries (Benin, Congo), Sri Lanka, the United States, and the USSR are also presented. (JN)

ED 237 367 SE 043 661

Cole, Henry P.; Scott, Eugenie C.

"Scientific" Creationism Is Not Based on Scientific Research.
PUB DATE- 7 Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Biology; Citation Indexes; *Citations (References); *Creationism; Evolution; Higher Education; Primary Sources; *Publications; *Scholarly Journals; Science Education; *Scientific Research; Search Strategies; Secondary Education
IDENTIFIERS- Science Citation Index; SCISEARCH

"Science Citation Index" is a service that lists the contents of over 3,000 of the most important science journals and proceedings. A computer search of the Index was conducted using the terms "creationism," "scientific creationism," "special creation," "biblical creation," as well as related terms. The file searched extended from January 1978 until October 1981 and contained approximately 2.2 million items. Only 18 relevant items were located, none of which provided scientific evidence or logic for creationist concepts. Results of a second search using names of leading scientific creationists revealed that only 6 of 28 included in the sample published any articles in SCISEARCH (the computerized listing of all Science Citation Index contents plus an additional 1,000 journals and proceedings from the scientific/technical fields), none of which dealt with the basic concepts espoused by scientific creationism. This indicates that the basic concepts included in scientific creationism curriculum materials are not supported by the factual information and research of the natural sciences. Although scientific creationists continue to claim that the concepts which underlie their proposed curriculum materials are well-grounded in scientific theory and research, the comprehensive computer search conducted indicates that there is no basis for their key concepts. (JN)

ED 237 411 SO 015 165

Mayer, Frederick; LaMotte, Sally
Close Up Special Focus: The Economy.
Close Up Foundation, Arlington, VA.
PUB DATE- 81
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Anthologies; Capitalism; *Controversial Issues (Course Content); Current Events; *Economic Climate; *Economics Education; Employment Patterns; Global Approach; High Schools; Inflation (Economics); International Relations; International Trade; Productivity; Public Affairs Education; Unemployment
IDENTIFIERS- Free Enterprise System; *United States

Designed to parallel five student seminars televised over the Cable-Satellite Public Affairs Network (C-SPAN), this handbook provides an overview of current economic issues for high school students. Selections cover inflation, the crisis in American productivity, unemployment in the United States, global economic interdependence, and the role of free enterprise in the 1980's. For each topic, background articles which introduce important terms, concepts, and basic facts are followed by transcripts of panel discussions by five experts in the field. The handbook concludes with a glossary of key terms. (LP)

ED 237 458 SP 022 603

Walberg, Herbert J.; Waxman, Hersholt C.
Teaching, Learning, and the Management of Instruction.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Beginning Teachers; *Classroom Research; *Classroom Techniques; *Educational Psychology; Formative Evaluation; *Instructional Development; Learning Processes; Learning Strategies; Mastery Learning; *Research Methodology; Student Motivation; Teacher Education; Teaching Methods; Teaching Models

This paper draws heavily on quantitative synthesis of empirical research on teaching, and for comparison, related influences on learning, such as the student's motivation, home environment, and exposure to television. The first section explains the techniques of explicit search and selection of evidence and the statistical evaluation and summary of many primary research studies. The following sections are devoted to summarizing the substantive results of reviews and quantitative syntheses of research on teaching and other influential factors in academic learning, including affective, behavioral, and cognitive aspects. It is noted that, because psychological and educational research are becoming more theoretical and drawing increasingly upon taxonomies, models, and theories to guide research on teaching, the field of psychology offers paradigms and constructs for analysis and specification of forms of instruction ranging from mastery learning to informal or open education. The last sections of the paper treat a variety of theoretical and analytical approaches to teaching and instruction that provide a framework for further research and a guide to the practice of teaching and the education of teachers. (JD)

ED 237 504 SP 023 408

Feiman-Nemser, Sharon; Buchmann, Margret
Pitfalls of Experience in Teacher Preparation. Occasional Paper No. 65.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Apr 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Techniques; *Experiential Learning; *Field Experience Programs; Foundations of Education; Higher Education; Learning Processes; *Preservice Teacher Education; *Program Effectiveness; Student Teaching; *Teaching Experience; Teaching Methods

The limitations and unique contributions of experiential learning across the learning-to-teach continuum (pretraining phase, preservice phase, inservice phase/on-the-job learning) were examined. Three vignettes are presented that describe specific examples of firsthand experience: student teaching, exploratory field experiences, and the field as a laboratory for courses in educational foundations and methods of teaching. The vignette analysis is guided by three questions: (1) What is the preservice teacher learning in the here and now of each experience? (2) How do these lessons of experience relate to the central purpose of teaching, that is, helping pupils to learn things? and (3) To what extent do these lessons foster the capacity to learn from future experience? The analysis draws on studies of the social psychology of judgment, reinforcement theory, and research on teaching and teacher education. It identifies three pitfalls that arrest thought or mislead prospective teachers into believing that central aspects of teaching have been mastered and understood (the familiarity pitfall, the two-worlds pitfall, and the cross-purposes pitfall), and concludes with a discussion of how these pitfalls of experience in teacher preparation can be overcome. (Author/JD)

ED 237 571 TM 830 836

Smith, Jana Kay; Smith, Nick L.

Cost-Analysis Bibliography. Research on Evaluation Program. Paper and Report Series No. 88.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 83
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Cost Effectiveness; Educational Research; *Evaluation Methods; *Program Evaluation; *Research and Development Centers; Research Methodology; Research Needs
IDENTIFIERS- Northwest Regional Educational Laboratory; Technical Assistance Centers

Because of declining school budgets and the general economic recession, educational evaluators have become increasingly interested in cost-analysis methods. Although there is a large body of literature on economic and cost-analysis procedures, there are no current bibliographies targeted at the use of cost methods in program evaluation. This report contains over 350 non-annotated references to books, reports, and articles on cost-analysis methods published from 1961 to 1983. (PN)

ED 237 174 JC 830 839

Doyle, Kenneth O., Jr.
Evaluating Teaching.
PUB DATE- 30 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Freedom; *Accountability; Beliefs; *College Instruction; College Students; Evaluation Criteria; Faculty College Relationship; Instructional Improvement; Postsecondary Education; Student College Relationship; *Teacher Evaluation
IDENTIFIERS- *Evaluation Problems; Evaluation Utilization; PF Project

One philosophical issue underlying instructional evaluation arises from tension between the concepts of academic freedom and academic responsibility. Academic freedom can be cited as an argument against evaluating teaching in circumstances where evaluation genuinely encumbers the pursuit or dissemination of knowledge. Another source of tension centers around the notion that instructor's credentials, position, and expertise preclude evaluation. Some feel that until we know more about evaluation, we should do nothing. Others feel that failure to evaluate may lead to sins more grievous than would evaluation with uncertainty. In the face of increasing demands placed upon faculty to furnish more and more evidence supporting the amount, quality, and value of what they do, many faculty members want to do away with intrusive evaluation policies, while students and administrators push for objective data to facilitate decisions and guarantee educational quality. A major psychometric issue in instructional evaluation is whether evaluation should focus on instructional outcomes or on instructional processes. The problems of evaluating teaching by measuring student learning are both philosophical and methodological. On the other hand, evaluating teaching by measuring course and instructor characteristics and behavior that are indicative of good teaching is no less complex. A reasonable goal would be to devise an evaluation plan that takes advantage of the strengths of process measures, but that also guards against their weaknesses. (LH)

ED 237 554 TM 830 818

Ellett, Frederick S., Jr.; Ericson, David P.

Probabilistic Extensions of the Traditional Forms of Path Analysis and Causal Modeling.
PUB DATE- 9 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Correlation; Mathematical Models; *Measurement Techniques; *Path Analysis; *Probability; *Research Methodology
IDENTIFIERS- *Causal Models; Dichotomous Variables; Probabilistic Causation; *Probabilistic Models; Structural Equation Models

Several steps are taken to develop methods for analyzing systems that involve probabilistic causation. The basic ideas and distinctions are illustrated for systems with dichotomous variables. It is shown that these basic ideas have analogous counterparts in causal systems with continuous variables. By using a generalized conditional probability density function, it is shown that the causal models developed by proponents of path analysis and structural equation methods are special cases of a general probabilistic causal model. It is also argued that the general probabilistic causal model may be appropriate in situations where the traditional path analysis model does not fit. Implications for hypothesis testing are drawn. (Author)

ED 237 191 PS 013 861

Omari, I. M.; And Others
Universal Primary Education in Tanzania.
Dar es Salaam Univ. (Tanzania). Inst. of Adult Education.; International Development Research Centre, Ottawa (Ontario).
REPORT NO.- IDRC-TS42e; ISBN-0-88936-359-5
PUB DATE- 83
AVAILABLE FROM- UNIPUB, P.O. Box 433, Murray Hill Station, New York, NY 10157 ($11.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Environment; Comparative Analysis; *Educational Development; Educational Finance; *Educational Objectives; Educational Quality; Educational Research; *Elementary Education; Enrollment Trends; *Equal Education; Foreign Countries; School Surveys
IDENTIFIERS- *Africa; Distance Education; *Tanzania

A clinical case study was conducted mainly to document and evaluate achievements and problems in implementing universal primary education (UPE) in Tanzania. The focus of diagnostic aspects of the study was on (1) clarity of UPE objectives, (2) preparation for implementation of the UPE program, and (3) impact of the program on teaching and learning. Of about 20 administrative regions on the Tanzanian mainland, 10 were involved in the study. A total of 141 primary schools and 150 UPE teacher training centers were visited; participating were 150 UPE tutors, 284 UPE teachers in the distance teaching program, 141 head teachers of primary schools, 180 first- and second-grade teachers, and about 600 second-grade pupils from 10 schools balanced by rural and urban area. The main instrument for data collection was a 20-page composite of questionnaires including open-ended questions, attitude scales, statements for ranking, inventories and checklists, observation schedules, and achievement tests in arithmetic and writing. Discussed extensively in this report are the concept and purposes of UPE, trends and constraints in universalization of UPE in Africa, and results of the study. Discussion of results centers on the distance teaching program, classroom environment, a microanalysis in the Kilimanjaro region, viewpoints of regional and district officials, and concerns of teachers. Additionally, issues related to quantity and quality of

ED 237 220   PS 013 972

Comparative Licensing Study: Profiles of State Day Care Licensing Requirements. Day Care Centers. Volume 3: Nevada - South Carolina. Revised Edition 1981.

Johnson (Lawrence) and Associates, Inc., Washington, D.C.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF04/PC29 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Activities; *Certification; Child Caregivers; Comparative Analysis; *Day Care Centers; Disabilities; Early Childhood Education; Facility Requirements; *Federal Regulation; Food Service; Health; *Local Legislation; National Surveys; Nutrition; Parent Participation; Professional Personnel; Safety; *State Legislation; Student Teacher Ratio

IDENTIFIERS- Puerto Rico; United States

Updating the Administration for Children, Youth and Families' 1978 "Comparative Licensing Study," a study was conducted to provide a common framework for assessing state activities in critical child care licensing areas and to record the status of child care licensing as of March 1981 in the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. The updated, six-volume comparative licensing study improves the format of the original (e.g., gives greater prominence to group size and infant care) and contains detailed information on state laws and regulations dealing with family child care homes, group child care homes, and day care centers. The format consists of the following categories: (1) state licensing of child day care facilities; (2) licensing process and enforcement procedures; (3) administration; (4) group compositions of children; (5) staff qualifications and training requirements; (6) program of activities, including education; (7) health and safety; (8) nutrition and food services; (9) social services; (10) parent participation; (11) infants and toddlers; (12) children with handicapping conditions; (13) school age children; (14) facility requirements; and (15) other state requirements - compliance with other local, state, and regional laws and regulations. Volume 3 profiles requirements of day care centers in Nevada, New Hampshire, New Jersey, New Mexico, New York State, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, and South Carolina. In some profiles, some categories are not detailed. (RH)

ED 237 292 RC 014 470

Barker, Bruce O.; Muse, Ivan D.

A Report of Small/Rural School Districts in Illinois Compared to School Districts of Similar Size Nationwide.

PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Administrators; Comparative Analysis; Courses; *Curriculum; Declining Enrollment; Educational Finance; Elementary Secondary Education; Extracurricular Activities; Profiles; Rural Schools; *School Districts; School Size; School Statistics; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries
IDENTIFIERS- *Illinois

A report compares 30 small/rural K-12 school districts (900 students or fewer) in Illinois to 642 similar districts nationwide, using data from 1982-83. Qualifying districts were identified as 4,125 nationwide (26.4% of all public school districts) and 221 in Illinois (22.4%, enrolling 121,570 students). A questionnaire was mailed to superintendents of 36 randomly-selected Illinois districts and 816 randomly-selected districts nationwide, achieving respective response rates of 83.3% and 78.7%. A 3-page table compares data from the Illinois and national surveys in sections on the district, superintendent, teachers, student performance, and school programs. For example, rural districts are compared by average student enrollment (Illinois: 489, national: 436); average number of schools per district (2.1, 2.4); average student enrollment per school (258.7, 188.5); average geographical size of district in square miles (101, 245); percent of students bussed to school (60.3%, 64.4%); mean farthest one-way distance students are bussed, in miles (12.7, 19); percent of districts reporting receipt of state aid or funding for small school districts (0%, 24.2%); average dollar amount of last bond issue ($543,006, $716,000); percent of districts passing last bond issue (79.3%, 87.5%); and percent of districts reporting declining enrollments (50%, 36.2%). (MH)

ED 237 337 SE 043 542

Frank, James
Mangroves and Seawalls. "Increased Pressure for Land Fill Will Cause More and More Stress to Natural Areas." Grades 7 and 8. A Three Lesson Unit. Student Learning Activity Module.
Lee County Board of Public Instruction, Fort Myers, Fla.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Ecology; *Environmental Education; Forestry; Grade 7; Grade 8; Junior High Schools; *Learning Activities; Marine Biology; Science Education; Secondary School Science; *Trees; *Water Resources
IDENTIFIERS- *Estuaries; Florida; *Mangroves

This module is an activity/discussion-centered unit focusing on the importance of shoreline surface area. The module is part of a series designed to be used by teachers, students, and community members to help them utilize community resources in developing and teaching environmental concepts and responsibility, and in seeking ways to solve environmental problems. Background information and lesson plans are provided. Also provided in an appendix are pre-post tests and masters for duplicating of two graphics, "Mangroves to Seawalls" and "Shoreline Graph" (both of which are required for student activity in the second lesson). In addition to the general information presented in the background information sections (such as the role of red mangroves in increasing the surface area of the estuary shoreline which allows large numbers of organisms a habitat for growth), six reasons why mangroves should not be allowed to be filled, bull-dozed, or altered in local counties or any other part of Florida are summarized. These reasons focus on mangrove productivity, shoreline protection and stabilization, runoff and pollution trap, wildlife habitat area, mangrove dollar economics, and uniqueness of the mangrove forests. (JN)

ED 237 427 SO 015 183

King, David C.; Long, Cathryn J.

Themes for Teaching U.S. History: Conflict and Change. GPE Humanities Series.

Global Perspectives in Education, Inc., New York, N.Y.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 79
AVAILABLE FROM- Global Perspectives in Education, Inc., 218 East 18th St., Box 76, New York, NY 10003 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Civil War (United States); Concept Teaching; *Conflict Resolution; Elementary Secondary Education; *History Instruction; Humanistic Education; Humanities; Industrialization; Interdisciplinary Approach; Language Arts; Learning Activities; Revolutionary War (United States); Science Instruction; *Social Change; Social Studies; Teaching Guides; *Thematic Approach; *United States History
IDENTIFIERS- *Change Analysis

The lessons in this handbook may be incorporated into individual courses in social studies, humanities, language arts, and science, or used as a basis for multidisciplinary or team teaching. The book is aimed at the middle grade level. With only minor changes, it can easily be adapted for grade 5 U.S. history or even for the 11th grade course. An introduction describes objectives and rationale of the material as well as the San Francisco scope and sequence design on which the handbook is based. A total of 23 lessons and 4 sets of additional activities are contained in the following 7 units:

Conflict and Change; Settlers and Native Americans; History, Change, and Your Community; The Drama of Government; The Black Struggle: To Emancipation; The Industrial Revolution; and the Age of Modern Technology. Focusing on the concepts of change, communication, conflict and interconnectedness, the lessons cover topics such as family conflict in the American Revolution, the Constitution, vigilance committees, riots, conflict in slave stories, girls on an assembly line, multinational corporations, and family histories. Each lesson follows a similar format: a teacher's section outlines the purpose, class time required, procedure and, where applicable, materials, evaluation, and alternative suggestions; and a student section provides a reading selection, study and discussion questions, and several group activities. (LP)

ED 237 537 TM 830 791

Young, Rodney W.
Which Student Outcome Measures Are the Most Important to the Institution?
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Measures; *Grade Point Average; *Graduation; *Higher Education; Institutional Research; School Attitudes; *School Effectiveness; *School Holding Power; *Student Attitudes; Student Characteristics; Student Evaluation

The standard measures of student performance in colleges and universities--grade point average (GPA), retention rates, and graduation rates--are examined for their usefulness in evaluating an institution's effectiveness in fulfilling its mission. Problems are noted with the GPA with all courses being treated the same and student load being ignored. A quality index that is based on course differentiation and academic points in relation to a hypothetical standard is recommended to complement the GPA. Further, a retention rate that includes transfer-out and transfer-in students as well as the number of semesters attended in relation to the possible number of semesters is recommended. It is also recommended that the graduation rate be re-defined to include transfer-in and transfer-out students as well as the number of semesters attended in relation to the possible number. Finally, an attitude measure is recommended. It is argued that part of the effectiveness of an institution is reflected in the attitude of students, regardless of grades, retention, and graduation. (Author)

ED 237 352 SE 043 564

Tyree, Eddy; And Others
Mathematics Equity. A Resource Book.
Washington Office of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project.
SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 83
GRANT- G-004-CH3-0075; NIE-G-80-0021
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- American Indians; Blacks; Elementary Secondary Education; *Equal Education; Females; Higher Education; Hispanic Americans; Literature Reviews; Low Achievement; *Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; *Minority Groups; Program Descriptions; *Resource Materials; State of the Art Reviews
IDENTIFIERS- *Mathematics Education Research

Provided in this document is a brief summary of current research on equity in mathematics, readings on the topic, and lists of selected programs and resource materials. Readings presented include: "Teaching Mathematics in a Multicultural Setting: Some Considerations when Teachers and Students are of Differing Cultural Backgrounds" (Willis N. Johnson); "The State of the Art of Native American Mathematics Education" (Claudette Bradley); "Language Minority Students and Mathematics Achievement: The Language Factor" (Gilbert J. Cuevas); "Women and Mathematics: State of the Art Review" (Elizabeth Fennema); "Blacks in Mathematics: The State of the Art" (Martin L. Johnson); "Hispanic Students and Mathematics: Research Findings and Recommendations" (Leonard A. Valverde); and two ERIC Clearinghouse for Science, Mathematics, and Environmental Education fact sheets ("Females and Mathematics" and "Helping Low-Achieving Students in Mathematics"). Programs described include Equals, Math Anxiety Programs, Math Counseling Institute, "I Can't Do Math", Overcoming Math Anxieties, Improving Teachers' and Counselors' Mathematics Abilities and Attitudes, Meeting the Math Challenge for the 80's, Mathematics Their Way (Workshop), Mathematics...A Way of Thinking (Workshop), Multiplying Options and Subtracting Bias, and Project Seed. Assresses, contact persons, state, institution, and materials available are included with each description. Resources listed and Project Seed. Addresses, contact persons, state, institution, and materials available are included with each description. Resources listed include books, annotated journal articles, RIE abstracts (with ED numbers), associations, career information, and other materials. (JN)

ED 237 382 SO 015 030

Maddux, Jeffrey Dean
A Verbal and Graphic Model for Illustrating the Perspective of Religion in Relationship to those of the Physical and Human Sciences, History, and Geography.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Epistemology; *Geography; Higher Education; *History; Interdisciplinary Approach; Models; *Physical Sciences; *Religion; Scientific Methodology
IDENTIFIERS- *Reality

Designed as an instructional aid for college professors, this model is used to illustrate the broad relationship among the primary perspectives and concerns of the physical and human sciences, history, geography, and religion. Human knowledge is conceptual. Man's "real" objective knowledge consists of mental analogs that are concerned with the realized or sensed. Man's "extra-real" objective knowledge is made up of abstractions that are concerned with objects, space, time, and combinations of these three which have not or cannot be sensed. The physical sciences, physical geography, and natural history speculate on objective extra-reality through their interpretations of objective reality. The three primary perspectives from which humans can view the objective world are topical, chronometrical, and spatial. Meanings come into play as man attempts to deal with real and extra-real objective knowledge and understanding. Humans want to know what the objective means to them personally or to other humans. Meanings that individuals believe to be human in origin are a part of human subjective reality. Those meanings that are believed to be extra-human are a part of human subjective extra-reality, or human religion. The topical sciences, history, and geography can directly study only the real objective parts of religion such as religious people, symbols, and ritual. The philosophies, as well as the findings of science, history, and geography, can be directly addressed from the religious perspective, because religion is not methodologically limited to observations of the objective universe. (RM)

ED 237 397   SO 015 105

Waller, Robert A.
The Humanities in a Global Perspective.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Role; Area Studies; Cross Cultural Studies; Cultural Awareness; Cultural Differences; *Educational Needs; Foreign Countries; *Global Approach; Higher Education; *Humanities Instruction; Non Western Civilization; Public Affairs Education; School Role; Second Language Instruction; Student Exchange Programs; Study Abroad; Teacher Role

There is a need to incorporate a global perspective into humanities courses and curricula at the college level, to help students understand the international issues which confront all American citizens. This goal can be achieved by a combination of individual and institutional commitments. The key element is the faculty member's role. Humanities teachers should support the study of foreign languages. Current course content in the humanities should be re-examined to determine if it has an international dimension.

The global perspective should be incorporated into existing units of instructional materials; courses should not be added. The curriculum should also include the study of non-western cultures. At the institutional level, statements of general education components for all colleges should bring attention to the global perspective issue. Support must be provided by the college administrators. For example, the dean might study the possibility of study abroad or student exchange programs. Humanists also need to foster international understanding in the surrounding community. The global perspectives concept may supply the cohesion so badly needed by college-level humanities courses. (RM)

ED 237 442 SO 015 209

Butterfield, Sherri M.
Setting Goals and Getting There: Planning Tomorrow Today. BANK-ED II: Personal Money Management Series.
BANK-ED, Inc., San Diego, CA.; E.T.S. & Associates, San Diego, CA.
PUB DATE- 81
AVAILABLE FROM- BANK-ED, Inc., 1133 G Street, San Diego, CA 92101 (write for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Daily Living Skills; Employment; *English Instruction; Instructional Materials; Interdisciplinary Approach; Job Application; Junior High Schools; Learning Activities; *Mathematics Instruction; *Money Management; Secondary School Mathematics; *Social Studies; Teaching Methods; Units of Study; Worksheets
IDENTIFIERS- PF Project

The three units in this guide are designed to teach language, mathematics, and social studies skills associated with earning and managing money to students in grades 7-9. Each unit includes notes to aid the teacher in preparing and presenting the material, pre/post tests, and a series of one-page reproducible sheets which contain information or activities for students. Topics covered in the sheets include: (1) reading charts and graphs; (2) making basic computations; (3) understanding that scarcity involves making difficult choices; (4) earning and saving toward future goals; (5) filling out a job application; (6) taking part in a job interview; and (7) figuring simple and compound interest. The units can be taught separately, included as part of an integrated classroom study of economics, or used to supplement the regular curriculum. (DC)

ED 237 474 SP 023 280

Moore, Gary T.
State of the Art in Play Environment Research and Applications.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Child Development; Childhood Needs; *Design Requirements; Equipment Utilization; Physical Environment; *Play; Playground Activities; *Playgrounds; *Pretend Play; Recreational Facilities
IDENTIFICRS- Playground Design; Playground Equipment

One of the situations in which the child spends much time is informal, outdoor play settings. Much of this time is spent in spontaneous play in neighborhoods, around the dwelling unit, and on designated playgrounds. Unstructured and spontaneous play is an important part of a child's development. It is through unstructured, child-initiated play that the child is most often free to explore, to test, and to learn from feedback from the environment. This paper: (1) reviews the current major theory of play and play environments; (2) reviews the current research on play environments; and (3) looks at some ideas for the planning and design of play environments based on that research. The basic questions asked are: (1) What is known from the scientific literature about the relations among the physical environment, children's play behavior, and subsequent development? and (2) How are the findings explained, and how are they used in applications to environmental policy, planning, and design? In investigating these questions, attention is paid to both designated playgrounds and neighborhood play spaces and comparisons made between the two. Eleven new implications for environmental policy and for the planning and design of play environments, based on the research, are offered. A 7-page bibliography, 6 tables, and 11 figures are included. (JMK)

ED 237 490 SP 023 319

Vance, Victor S.
Analysis of Entry to Teaching Utilizing National Longitudinal Study Data. Preliminary Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- NIE-P-81-0100
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Ability; *Beginning Teachers; *Career Choice; Faculty Mobility; Grade Point Average; Higher Education; Locus of Control; Teacher Attitudes; *Teacher Characteristics; Teacher Employment; *Teacher Persistence; Teacher Recruitment; *Teaching (Occupation)

This study describes the changes in demographic characteristics of beginning teachers who entered the profession between 1956-57 and 1976. Existing literature on beginning teachers is examined to construct an image of the changes that have occurred among those

choosing teaching careers. National and statewide samples are reviewed; however, demographic factors such as age, sex, race, and marital status are described only in national terms. A review of the literature on changes in characteristics includes information on: (1) age; (2) sex; (3) race; (4) marital status; (5) occupational inheritance; (6) commitment to teaching as a career; (7) idealism and locus of control; (8) academic ability and recruitment into the teaching occupation; (9) college selectivity, grade point average, and career commitment; (10) attrition among teachers selected into the occupation; and (11) academic ability and attrition of teachers from educational occupations. A list of sub-samples and tables, of the National Longitudinal Study, that will be examined in a final report is included. (JD)

ED 237 520 TM 830 389

Baird, Leonard L.
Review of Problem-Solving Skills.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-83-16
PUB DATE- Mar 83
AVAILABLE FROM- Educational Testing Service, Research Publications, R-116, Princeton, N.J. 08541
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Processes; *Creative Thinking; Critical Thinking; Measurement Techniques; *Problem Solving; *Productive Thinking; Research Methodology

This review considers the question as to whether there are generic problem-solving skills that cut across fields or whether the skills are so embedded within specific fields that they can be identified only within the contexts of those fields. To answer this question, an attempt was made to define both "problems" and their "solutions." Then the evidence for the existence of general problem-solving skills that are independent from any specific field was examined. The analyses of skills within disciplines were reviewed to see if the skills are common across fields. Finally, the implications of the research for the assessment of problem-solving skills were studied. In general, it was concluded that similar skills are used in different fields, but that their implementation is so dependent on mastery of the specific fields that any assessment of problem-solving skills would best be conducted within the fields. (Author)

ED 237 555 TM 830 819

Apple, Dennis; And Others

Screening Gifted Students: A Comparison of the SIT and WISC-R.

PUB DATE- 11 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academically Gifted; *Comparative Analysis; Correlation; *Elementary Education; *Intelligence Tests; Predictive Measurement; Screening Tests; *Test Selection
IDENTIFIERS- *Slosson Intelligence Test; *Wechsler Intelligence Scale for Children (Revised)

This study attempts to respond to the suggestions of Stewart and Jones and the criticisms of Sattler and Buckhalt by assessing the precision of the Slosson Intelligence Test (SIT) in predicting Wechsler Intelligence Scale for Children-Revised (WISC-R) scores with a population of restricted range (gifted children), and examining the consistency of the SIT and WISC-R by comparing inter-examiner scores. Sixty-one students, ranging in age from 6 to 11, were randomly selected from four elementary schools and were administered the SIT and WISC-R. The school mean differences and examiner mean differences were compared respectively using dependent t tests. The SIT mean scores and WISC-R mean scores were compared respectively across school and examiners with independent t tests. The correlations between SIT scores and WISC-R scores across schools and evaluators was compared using z tests. The results indicate that at the lower end of the scale, SIT scores tend to underestimate WISC-R scores; but, as SIT scores increase, they increasingly overestimate WISC-R scores. Therefore, valuable diagnostic information that yields a qualitative picture of the child's strengths will be omitted using SIT alone. (PN)

ED 237 588 UD 023 159

Davidson, Elizabeth M. C.; Davidson, Graham R.
A Cross-Cultural Study of Imitation under Conditions of Ascribed and Racial Similarity.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Children; Cognitive Style; Cross Cultural Studies; *Cultural Differences; Elementary Education; Foreign Countries; *Imitation; *Modeling (Psychology); *Racial Differences; Racial Factors; *Whites
IDENTIFIERS- *Aboriginal People; Australia; *Australians

This study reviews relevant research on same race imitation and reports on a study of imitation under conditions of ascribed and racial similarity in two culturally distinct and separate groups, white and aboriginal Australian children. Ascribed (by the experimenter) similarity and racial similarity resulted separately in greater imitation of a same sex, peer model's toy play behavior, but same race and different race imitation effects were statistically significantly different only for aboriginal children. Ascribed similarity also affected accuracy of recall irrespective of the race of the observer, and in conjunction with the race of the observer. The opportunities of culturally distinct and separate, as opposed to racially distinct, groups for same and different race encounters are discussed as well as the differences in culturally sanctioned learning styles. (Author/CMG)

ED 237 250 RC 014 109

Garbutt, Barb
What? A Field Trip on the Playground?

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Biological Sciences; Elementary Education; *Elementary School Science; Environmental Education; *Field Trips; Learning Activities; Outdoor Education; *Playgrounds; *Science Activities
IDENTIFIERS- PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: In this day and age of budget problems, school districts are cutting back on many programs, one of which is field trips. Why worry? There must be dozens of trips that can be made on the playground of your school. Let's look into activities that can be accomplished there. SOIL STUDIES: Have you ever seen a playground that isn't covered with dirt? Sift some soil, try seeing how porous it is, where do puddles collect after rain? etc. EXPLORE THE PLAYGROUND ON YOUR BACK: What do you hear and see and smell? Clouds, leaves, birds. EXPLORE THE PLAYGROUND ON YOUR STOMACH: Insects, grass, smells. PLANTS ALONG THE FENCE: There should be a wide variety of "weeds" and grass. Do they have flowers? Take them into school and "key" them out. In the fall you might get some seeds to germinate. Make a dried flower collection from your playground. INSECTS: Worms, ants, beetles, slugs. Maybe you can dig down about 12 inches in the corner of the yard. Sift through that soil. What insects can you find? What do they eat? EARTHWORMS: Keep a few in an aquarium. After you collect them watch their habits. Feed them lettuce, corn meal and grass. But...keep your worm farm slightly damp and be sure they have food. You can probably keep this going for a year or more. NATURE SCAVENGER HUNT: Hunt only those things you can return safely and not damage the environment. Examples: thorn, feather, nuts, etc. TREES: Measure them, feel them, make drawings, measure the shadows. Each of these things are only bare minimum ideas. They need to be expanded by you, the teacher, to fit your needs and your playground. The references listed are filled with these ideas and many more. Don't overlook your playground. It can be a most valuable and creative teaching tool. Let your imagination soar. REFERENCES: Cooper, Elizabeth, K., "Science in Your Own Backyard," Voyager Books, Harcourt, Brace and World, Inc., N.Y., 1958. Cornell, Joseph Bharat, "Sharing Nature With Children," Anande Publications, 1979. Gross, Phyllis and Esther P. Railton, "Teaching Science in an Outdoor Environment," Univ. of Cal. Press, 1972. Holt, Rinehart and Winston, "Examining Your Environment," Minneapolis, Minn., 1974; particularly "The Dandelion" and "Trees." (Author)

ED 237 279 RC 014 452

Goldsamt, Milton R.; And Others

Study Design and Methods Used for "The Evaluation of the Impact of the Part A Entitlement Program Funded under Title IV of the Indian Education Act." Monograph 3.

Development Associates, Inc., Arlington, Va.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 29 Jun 83
CONTRACT- 300-80-0862
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *American Indian Education; Data Analysis; *Data Collection; Evaluation Methods; *Program Evaluation; Research Design; *Research Methodology; *Research Problems; Sampling; *Statistical Analysis
IDENTIFIERS- Impact Studies; *Indian Education Act 1972 Title IV; Qualitative Studies; Quantitative Research

Third in a series, the monograph summarizes the key evaluation issues, design approaches, and statistical techniques used in conducting the 1980-1983 impact evaluation of Indian Education Act Title IV Part A programs. The monograph describes the major problems in evaluating the program to determine the degree of its positive contribution to meeting the special educational and culturally related academic needs of American Indian/Alaska Native children and youth. The overall evaluation comprises four studies: the Preliminary and Exploratory Study, the Alternative Resources Study, the Small Projects Study, and the Local Projects Impact Study (the major focus of the evaluation). The monograph also discusses the six basic types of information used in the studies (descriptive data about project operations and funding; mediating variables that explain impact measures; confounding variables; and impact data on students, parents and Indian communities, and school districts), and describes in detail the design for sampling, gathering, and analyzing the data. The monograph includes a discussion of major research questions, research approaches, and design issues; and explains the implementation of the evaluation design and methods. (SB)

ED 237 307 RC 014 492

Valenzuela-Smith, Marina
The Effectiveness of a Tutoring Program for Junior High Latino Students.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTIONS- Academic Achievement; *Attitude Change; Attitude Measures; *Behavior Change; Change Agents; Change Strategies; College School Cooperation; *College Students; Cross Age Teaching; Higher Education; *Hispanic Americans; Junior High Schools; *Junior High School Students; Program Effectiveness; Questionnaires; Self Concept Measures; Self Esteem; Student Evaluation; Student Teacher Relationship; *Tutorial Programs; Tutors
IDENTIFIERS- California (Antelope Valley)

Evaluation of effectiveness of an experimental tutoring program for 22 Latino junior high students in Antelope Valley, California, sought to determine whether the program would change students' school achievement, school-related behaviors, and self-esteem positively. The tutorial system was based on personal analysis of the students' learning problems--cognitive, cultural, social, and emotional. Students were tutored by college students proficient in Spanish and familiar with Latino culture. Tutors focused on role-playing, academic achievement, and adjustment; they served as companions and role-models of achievement. The Latino students showed no measurable improvement in reading achievement, but informal conversations showed oral English improvement. All 22 students planned to attend college rather than dropping out of high school, and all of their report cards were marked higher by their teachers. Students showed no measurable gains in self-concept or improvement in attendance. However, behavioral assessments of the tutors by their teachers showed significant improvement. A significant correlation between self-concept scores and teachers' behavioral ratings suggested that the less frequently students evidenced inappropriate behaviors, and the more they improved in this respect, the higher their self-concept. Journals kept by the students indicated much improvement in self-esteem and positive attitude. (MH)

SE

ED 237 368 SE 043 662

Hall, Ralph L.
Why Chess in the Schools.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Competition; *Educational Games; Elementary Secondary

Education; *Learning Activities; Mathematics Education; Problem Solving; *Recreational Activities
IDENTIFIERS- *Chess

The game of chess is recommended as a school activity. In addition to requiring that individuals become actively involved in a mentally demanding competition, its effects are stimulating, wholesome, and healthy. Several benefits accrue from the teaching and promoting of chess in schools. Chess limits the element of luck (teaching the importance of planning), requires that reason be coordinated with instinct (it is an effective decision-teaching activity), is an endless source of satisfaction (the better one plays, the more rewarding it becomes), and it is a highly organized recreational activity with clubs (leagues, team play) and elaborate systems of local, national, and international governance. In addition, chess is an international language such that players will find a friendly reception in any of the thousands of chess clubs throughout the world. A brief description of the game, comments on its appeal, and techniques to support chess in schools are provided. Techniques suggested include providing opportunities to learn and practice chess in clubs, intramural competition, credit/non-credit classes, and in teams which represent the school in inter-school competition. (JN)

Mayer, Fritz; And Others

Close Up Special Focus: Energy.

Close Up Foundation, Arlington, VA.
PUB DATE- 82
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Controversial Issues (Course Content); Current Events; *Energy; *Energy Conservation; *Environmental Education; Fuel Consumption; Global Approach; High Schools; Instructional Materials; International Relations; Nuclear Power Plants; *Nuclear Technology; *Policy Formation; Political Issues; Power Technology; Public Affairs Education; Resources; World Problems
IDENTIFIERS- Geopolitics; *Renewable Energy Resources

Designed to accompany a 30-minute seminar televised over the Cable Satellite Public Affairs Network (C-SPAN), this handbook contains 4 readings on energy for high school students. Following an introduction on energy policy formulation, the first selection outlines the role of nuclear energy in America's future. Included are insets on the operation of a nuclear power plant and a review of the 1979 events at Three Mile Island. The second reading discusses the environmental repercussions of various types of energy use, including oil, natural gas, coal, and synthetics. The third reading presents the case for renewable forms of energy such as wind, hydroelectric, and geothermal power, while the final selection discusses the global energy picture and the geopolitics of energy. Each reading concludes with a mini-debate on a key issue, for example, the pros and cons of nuclear power; the practicality of synthetic fuels, and the pros and cons of global energy interdependence. All selections are supplemented by charts, graphs, and illustrations. (LP)

ED 237 505 SP 023 410

Kuhs, Therese; And Others
Differences among Teachers in Their Use of Curriculum-Embedded Tests. Research Series No. 133.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
CONTRACT- 400-81-0014

AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Behavioral Objectives; Case Studies; Educational Testing; *Elementary School Mathematics; *Elementary School Teachers; *Quantitative Tests; Student Evaluation; Teaching Methods; *Test Interpretation; Test Results; *Test Use
IDENTIFIERS- *Curriculum Embedded Tests

Year-long case studies of instructional practices in elementary school mathematics were analyzed to describe testing practices of seven teachers in three school districts in Michigan and the uses those teachers made of test results. Focused on were: (1) curriculum-embedded tests (in particular the Management By Objectives system); (2) the use of results of curriculum-embedded tests for placement of students; (3) content decisions; and (4) student evaluation. Each time teachers made placement decisions (e.g., to create homogeneous groups within classrooms), some form of curriculum-embedded test was used. When teachers made content decisions about topic selection and pacing, four distinct styles of curriculum-embedded test usage emerged: (1) not monitoring student progress and referring to tests rarely, if ever; (2) relying on informal assessments (not labeled as tests) that are conducted with the intent of determining adequacy of student understanding; (3) using curriculum-embedded tests to make the domain for mastery clear and public but not actually to monitor student progress; and (4) using the results of curriculum-embedded tests as the sole criterion for deciding when a student can move on to a new topic. Overall, the data suggest that curriculum-embedded tests are important for some purposes, but not for others. (Author/JMK)

ED 237 572 TM 830 837

Jensen, Arthur R.
The Nature of the Black-White Difference on Various Psychometric Tests: Spearman's Hypothesis.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Blacks; *Cognitive Processes; Factor Analysis; *Hypothesis Testing; *Intelligence; Problem Solving; Psychometrics; *Racial Differences; *Scores; Time on Task; Whites
IDENTIFIERS- *General Factor (Intelligence); *Spearman (Charles); Speededness Quotient

This study examines the nature of the highly variable black-white difference across diverse tests and indicates the major systematic source of this between-population variation, namely, Spearman's g. Eleven large-scale studies (discussed in the appendix), each one comprising anywhere from 6 to 13 diverse tests, show a significant and substantial correlation between tests' g loadings and the mean black-white difference on the various tests. In accord with Spearman's hypothesis, the average black-white difference on diverse mental tests may be interpreted as chiefly a difference in g, rather than as a difference in the more specific sources of test score variance associated with any particular informational content, scholastic knowledge, specific acquired skill, or type of test. Results of recent chronometric studies of relatively simple cognitive tasks suggest that the g factor is related, at least in part, to the speed and efficiency of certain basic information processing capacities. The consistent relationship of these processing variables to g and to Spearman's hypothesis suggests that the differences between black and white populations in the rate of information processing may account for a part of the average black-white difference on standard IQ tests and their educational and occupational correlates. (Author/PN)

ED 237 175 JC 830 840

Roueche, John E.
Toward Achieving Excellence.
PUB DATE- 14 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Achievement; *College Instruction; *Educational Objectives; Instructional Improvement; Postsecondary Education; Skill Development; Student Teacher Relationship; Teacher Behavior; *Teacher Effectiveness; Teacher Improvement; Teacher Influence; Teacher Role
IDENTIFIERS- PF Project; *Teacher Expectations

Reports from the National Commission on Excellence in Education, the Carnegie Commission, and recent survey responses from colleges and universities across the United States have verified suspicions about student inabilities to demonstrate acceptable levels of literacy skills. The first step toward achieving excellence is structuring, demanding, and tasking, based on the premise that low expectations and failure to demand acceptable performances from teachers and students breed mediocrity. Many college teachers engage in the very teaching that has come under fire at the public school level: low-level, regurgitive, unimaginative teaching that leads to low-level cognitive demands in class and in evaluation. Teachers must expect great things of students and then demand that they be achieved. Time on task is the one variable that leads students to achievement of learning and skill development. The second step toward achieving excellence is nurturing and supporting. Teachers should behave in ways that say they are there to help students achieve the objectives that have been defined for the course. Teacher behavior reflecting caring and support can help to reduce absenteeism and curb rising attrition rates. Expecting, demanding, and helping students achieve should be both personal and professional educational goals. (LH)

ED 237 192 PS 013 869

Morrison, T. R.
The Resiliency of Families.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- 12 May 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adults; *Attitude Change; Cultural Influences; *Family Attitudes; *Family Life; *Family Relationship; Foreign Countries; Heart Disorders; Medical Evaluation; Medical Research; *Social Change
IDENTIFIERS- Canada

According to researchers, the family may be changing but it is still one of the central institutions in society. Studies report a shift in more than 20 attitudes and values, most of which relate to the context of family life. Specifically, these include attitudes toward marriage, divorce, childbearing, childrearing, working women, family violence, female/male household roles, and parental obligation to children. Reports also indicate that many children prefer television to their own parents. The cumulative effect of these changes has not brought happiness or "self-fulfillment." At least three areas need to be addressed: (1) the contemporary image of the family as a restrictive and uncreative environment, (2) the professional and bureaucratic structures with which we have encircled the family, and (3) the need to evolve a new image of the family to preserve continuity and change. As a backdrop to these changes, the Framingham study, a 30-year investigation that has established factors connected to coronary heart disease, is of interest. While this investigation did not address psychological and social data as factors, medical practice should consider data resulting from it in terms of assumptions about causes of disease, the connections between disease and human relationships, consideration of familial life in health problems, and close physician contact with families. Reformation of medicine in light of familial principles should result in a reduced scale of operations, simple principles, lower costs, and rebuilt human exchange. (BJD)

ED 237 207 PS 013 954

Swidler, Phyllis Joy; Diener, Carol I.
Learned Helplessness: An Analysis of Failure Avoidance through Maladaptive Persistence. Preliminary Draft.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; Difficulty Level; *Elementary School Students; *Expectation; Failure; *Helplessness; Intermediate Grades; Performance Factors; *Persistence; Racial Differences; Success
IDENTIFIERS- *Avoidance Behavior; *Maladaptive Persistence

A study was made to determine whether there exists a group of overpersisting children who are considered mastery-oriented because of their persistence but who actually demonstrate characteristics of learned helplessness. Subjects were 71 females and 84 males from fourth-, fifth-, and sixth-grade classrooms. Children's scores on the Intellectual Achievement Responsibility Scale were used to sort subjects into mastery- and helplessness-oriented groups. Children were given four experimental tasks over a 1-month period. The first task was provided to obtain (1) the child's attributions for his or her failure and previous success, and (2) an expectancy statement for future success. A second task assessing persistence followed in order to identify those children who, in the face of difficulty, give up, persist, or overpersist. The third task allowed children to choose the level of difficulty for a given set of problems. As in the first task, children were requested to state their expectations for future success. The fourth and final task required children to make attributions for their success. Results indicated that an overpersisting group did exist; children in this group displayed characteristics very similar to learned helplessness. Overpersisting children were found to have low expectancies for future success and to explain their successes in terms of external factors. Additionally, maladaptive persisters used nonsense words on an anagram task. It was concluded that future research is needed to determine if maladaptive persisters should be taught how to properly allocate their time, if time limits should be established on all schoolwork, or if parental attitudes toward their children's abilities affect children's behavior to the point that home-based interventions are necessary. (RH)

ED 237 235 PS 013 990

Stone, Kathy Kees; And Others

Effects of Early Sensory Stimulation on the Premature Infant as Measured by the Bayley Scales of Infant Development.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Discriminant Analysis; *Infant Behavior; *Premature Infants; *Stimulation; *Test Items; *Test Theory
IDENTIFIERS- *Bayley Scales of Infant Development

Looking beyond the overall effectiveness of sensory stimulation, this study aimed to identify specific aspects of infant behavior most responsive to early stimulation. Subjects were 65 premature infants with a birth weight of less than 5 pounds, 8 ounces and a gestational age under 37 weeks. Experimental group members had completed a multimodal sensory stimulation program during their hospitalization; control subjects had not. Mental and Motor Scales of the Bayley Scales of Infant Development were employed in each infant's assessment. Discriminant analysis identified 22 items from these scales as predictors of membership in either the stimulated or unstimulated group; 18 items were from the Mental Scale, and four were from the Motor Scale. In general, the stimulated group had scores on both scales higher than those of the unstimulated group. Results also indicated that for some items there may be an inverse relationship between pass-fail scores and the child's chronological age, thus suggesting that the standard scoring procedure may be inappropriate. (RH)

ED 237 265 RC 014 417

Interstate Migrant Secondary Services Program. Program Manual Volume I.

State Univ. of New York, Oneonta. Coll. at Oneonta.

SPONS. AGENCY- Department of Education, Washington, DC.; New York State Education Dept., Albany. Bureau of Migrant Education.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advocacy; Career Development; Counseling Services; Credit Courses; Enrichment; Enrollment; Evening Programs; *Interstate Programs; *Migrant Education; *Migrant Programs; Noncredit Courses; Nontraditional Education; *Profiles; Program Descriptions; School Registration; *Secondary Education; *Services; Tutorial Programs; Work Experience Programs
IDENTIFIERS- *Interstate Migrant Secondary Services Program; Support Services

The manual is intended to be a national directory of educational programs, services, personnel, and schedules for migrant secondary students. It includes profiles of over 200 migrant secondary programs and services offered by 18 states. Each profile includes the type, name, location, telephone number, contact person, program dates, and description of the program or service. The programs are classified by type and divided into three major sections corresponding to regular academic services (career development, extended day classes, in-school evening classes, in-school summer classes, preregistration/enrollment, tutorial, work experience for credit); alternative education services (alternative education programs, learning activity packages, secondary credit exchange programs); and supportive services not for credit (advocacy, alternative education, career development, counseling, enrichment, work experience). Within each section, profiles are organized alphabetically by type, by state within type, and by program within state. A final section organized alphabetically by state contains profiles indicating which types of programs and services each state offers. The manual is designed for easy updating and cross referencing. (SB)

ED 237 293 RC 014 471

Barker, Bruce O.; Muse, Ivan D.

A Research Report of Small/Rural School Districts in Iowa Compared to School Districts of Similiar Size Nationwide.

PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Administrators; Comparative Analysis; Courses; *Curriculum; Declining Enrollment; Educational Finance; Elementary Secondary Education; Extracurricular Activities; Profiles; Rural Schools; *School Districts; School Size; School Statistics; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries
IDENTIFIERS- *Iowa

Data gathered during 1982-83 are used to compare 41 small/rural K-12 Iowa school districts (900 students or fewer) to 642 similar districts nationwide. In Iowa, 307 qualifying districts (70.7% of all public school districts), enrolling 154,130 students, were identified; 4,125 districts nationwide qualified. A questionnaire mailed to superintendents of 45 randomly-selected Iowa districts and 816 randomly-selected districts nationwide yielded respective return rates of 91.1% and 78.7%. A 3-page table compares data from the Iowa and national surveys in sections on the district, superintendent, teachers, student performance, and school programs. For example, superintendents are compared in terms of average age (Iowa: 47.4, national: 47.1); percent holding master's as highest degree (31.7%, 55.4%); percent holding education specialist degree (56.1%, 31.5%); percent holding doctorate (12.2%, 13.1%); average tenure as superintendent, in years (7.5, 8.5); percent reporting annual salary in excess of $35,000 (43.9%, 37.4%); percent of full-time superintendents (61%, 75.8%); percent of superintendent/principal combinations (36.6%, 20.9%); and percent who worked for the district prior to appointment as superintendent (18.1%, 29.4%). (MH)

ED 237 323 SE 043 407

Shoup, Terry E., Ed.
A Working Plan for Treating the Engineering Faculty Shortage Problem.
American Association of Engineering Societies, New York, NY.; American Society for Engineering Education, Washington, D.C.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Faculty; Costs; Educational Improvement; *Engineering Education; *Faculty Recruitment; Federal Aid; Federal Government; Financial Support; *Government Role; *Industry; *School Business Relationship; Science Education; Teacher Recruitment; *Teacher Shortage

In view of the consequences of the engineering faculty shortage problem on engineering capabilities in the future in the United States, a working plan which will serve as a national agenda for prompt action has been developed. This plan involves the three key groups (federal government, academic community, industry) who have the vision, leadership, and resources to implement a solution to the problem. The plan is organized into initiatives for these three groups. Federal government initiatives discussed include establishing a New Faculty Assistance Program, White House Engineering Fellowships, White House Professors, and a Federal Engineering Faculty Enrichment Fund. Academic community initiatives discussed include developing/implementing accreditation standards which establish goals to alleviate the faculty shortage, endorsing a policy statement encouraging top quality students to consider careers as engineering faculty, encouraging employment of qualified professionals from the private sector in engineering education, and others. Industry initiatives discussed include increasing educational contributions to universities to assist young faculty members, expanding financial support for research at universities, expanding industry/university relationships (through consulting, summer employment, sabbatical opportunities), and others. A summary of these initiatives in a form suitable for reproduction as viewgraphs or slides is included. (JN)

ED 237 338 SE 043 543

Frank, James
Mangroves Build Land. "Mangroves are a Valuable Resource." Grades 7 and 8. A Two Lesson Unit. Student Learning Activity Module.
Lee County Board of Public Instruction, Fort Myers, Fla.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Ecology; *Environmental Education; Forestry; Grade 7; Grade 8; Junior High Schools; *Learning Activities; Marine Biology; Natural Resources; Science Education; Secondary School Science; *Trees; *Water Resources
IDENTIFIERS- *Estuaries; Florida; *Mangroves

This module is an activity and film-oriented unit focusing on the importance of mangroves in the South Florida ecosystem. The module is part of a series designed to be used by teachers, students, and community members to help them utilize community resources in developing and teaching environmental concepts and responsibility, and in seeking ways to solve environmental problems. Background information, lesson plans (including procedure for building a mangrove model), and a copy of a pre-post test are provided. In addition to the general information presented in the background information section, six reasons why mangroves should not be allowed to be filled, bull-dozed, or altered in local counties or any other part of Florida are summarized. These reasons focus on mangrove productivity, shoreline protection and stabilization, runoff and pollution trap, wildlife habitat area, mangrove dollar economics, and uniqueness of the mangrove forests. (JN)

ED 237 459 SP 022 604

Good, Thomas L.
Recent Classroom Research: Implications for Teacher Education.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; Beginning Teachers; Classroom Research; *Classroom Techniques; Elementary Secondary Education; *Expectation; Higher Education; *Preservice Teacher Education; *Student Behavior; Student Teacher Relationship; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Influence; *Teacher Response; Teaching Styles

The past decade has been a productive era for classroom research. Recent investigations have yielded useful concepts for thinking about classrooms and about facilitating achievement. Research findings and concepts provide a way of considering classroom instruction, but they are not rules for classroom behavior. Some teachers believe (and behave accordingly) that they have little effect on students' learning. In fact, many teachers cannot simply and directly explain what they attempt to accomplish in their classrooms. Teacher training institutions need to give more attention to how their students perceive the role of the teacher and help teacher candidates develop a coherent teaching philosophy before they enter the classroom. Teachers who are confused about their role and goals and who hold low expectations for their classroom performance are unlikely to positively affect student learning and development. Recent research provides clear evidence that teachers do have important effects on students' performance. Furthermore, these studies provide important concepts for thinking about classroom teaching. This paper discusses research on: (1) teacher expectations; (2) teacher effectiveness (active teaching); and (3) classroom management, and the policy implications of each. (JMK)

ED 237 521 TM 830 445

Carrington, Andrew T.; And Others
Class Size Project, 1980-1981. Final Report.
Virginia Beach City Public Schools, Va.
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Environment; *Class Size; *Grade 1; Interior Space; Operating Expenses; Primary Education; *Reading Achievement; *Reading Instruction; *School Districts; Student Teacher Ratio
IDENTIFIERS- *Virginia Beach Schools VA

This study was designed to determine the effect class size had on the reading achievement of first grade students. During a review of the literature, identified studies were analyzed for evidences of impact on student reading achievement, the instructional program, operational expenditures, and classroom space. The Virginia Beach research study was a modification of the South Carolina First Grade Pilot Project, 1975-76: The Effects of Class Size on Reading and Mathematics Achievement Study. A class of 29 pupils and a class of 21 students, referred to as the large ("normal" or control) or the small ("reduced" or experimental) class, constituted the treatment groups. The analysis was based upon the data elicited from eight pairs of schools. The reading achievement of first grade students in smaller classes, when compared to the reading achievement of first grade students in larger classes, was significantly higher. The project, which began September 1980, was designed to provide reliable data about program impact on which to make decisions of whether the model should be extended to other schools, modified and continued for purposes of further study, or terminated. (PN)

ED 237 538 TM 830 794

Alexander, Cordelia R.; And Others
An Interpretive Analysis of the Implementation of the System-Wide Testing Program, 1981-82.
Dallas Independent School District, TX. Dept. of Research, Evaluation, and Information Systems.
REPORT NO.- TI82-814-61-05
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Criterion Referenced Tests; Curriculum Development; Educational Diagnosis; Elementary Secondary Education; Norm Referenced Tests; *Program Implementation; *School Districts; *Testing Programs; Test Interpretation
IDENTIFIERS- *Dallas Independent School District TX

The 1981-82 System-Wide Testing Program (SWT) introduced the initial administrations of the Assessment of Baseline Curriculum Survey and the Language assessment scales. The Basic Objectives Assessment Tests, the Texas Assessment of Basic Skills, and District-adopted, norm-referenced tests were continued as implemented in previous years. The purposes of SWT are to provide information in support of the instructional program for identifying student needs, making curricular changes, monitoring student learning, and communicating student needs and successes to the community. This interpretive analysis documents and summarizes the major components of test implementation in the Dallas Independent School District. (PN)

ED 237 221 PS 013 973

Comparative Licensing Study: Profiles of State Day Care Licensing Requirements. Day Care Centers. Volume 4: South Dakota - Wyoming. Revised Edition 1981.

Johnson (Lawrence) and Associates, Inc., Washington, D.C.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF03/PC25 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Activities; *Certification; Child Caregivers; Comparative Analysis; *Day Care Centers; Disabilities; Early Childhood Education; Facility Requirements; *Federal Regulation; Food Service; Health; *Local Legislation; National Surveys; Nutrition; Parent Participation; Professional Personnel; Safety; *State Legislation; Student Teacher Ratio

IDENTIFIERS- United States; Virgin Islands

Updating the Administration for Children, Youth and Families' 1978 "Comparative Licensing Study," a study was conducted to provide a common framework for assessing state activities in critical child care licensing areas and to record the status of child care licensing as of March 1981 in the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. The updated, six-volume comparative licensing study improves the format of the original (e.g., gives greater prominence to group size and infant care) and contains detailed information on state laws and regulations dealing with family child care homes, group child care homes, and day care centers. The format consists of the following categories: (1) state licensing of child day care facilities; (2) licensing process and enforcement procedures; (3) administration; (4) group compositions of children; (5) staff qualifications and training requirements; (6) program of activities, including education; (7) health and safety; (8) nutrition and food services; (9) social services; (10) parent participation; (11) infants and toddlers; (12) children with handicapping conditions; (13) school age children; (14) facility requirements; and (15) other state requirements - compliance with other local, state, and regional laws and regulations. Volume 4 profiles requirements of day care centers in South Dakota, Tennessee, Texas, Utah, Vermont, Virgin Islands, Virginia, Washington, West Virginia, Wisconsin, and Wyoming. In some profiles, some categories are not detailed. (RH)

ED 237 383 SO 015 046

Oswald, Linda, Comp.
Utah Mock Trial Competition.
Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Citizenship Education; Guidelines; *Legal Education; Resource Materials; Secondary Education
IDENTIFIERS- Evidence; *Mock Trials

Background materials and guidelines for secondary students and educators in Utah who wish to participate in the state-wide mock trial competition are provided. Many parts of the publication can be used by educators in other states who are using mock trials in their classrooms or who are developing a state-wide mock trial competition. The manual begins with an introductory letter explaining the overall competition program and an official team entry form. The rules of competition and the Utah mock trial procedures are then explained. Simplified rules of evidence to be used in the competition are explained. General guidelines for all participants and specific guidelines for attorney-coaches, teachers, and those acting as witnesses, attorneys, judges, and clerk/bailiff are presented. Also included is a timing sheet, a performance rating and comment form, and a statement of facts for the trial of Vincent Taylor v. Alta View Hospital for Women, Raymond Miller, M.D., and Dorothy Dillon, R.N. (RM)

ED 237 398 SO 015 109

Strategies for the Coherence and Co-Ordination of Formal and Non-Formal Population Education. Report of a Regional Seminar on the Coherence of Formal and Non-Formal Population Education Programmes (Bangalore, India, May 16-23, 1983).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Change Strategies; Cooperative Planning; *Educational Cooperation; Educational Improvement; Educational Needs; *Educational Planning; Elementary Secondary Education; Foreign Countries; Higher Education; *National Programs; Needs Assessment; *Nonformal Education; *Population Education; Regional Cooperation; Social Problems
IDENTIFIERS- Afghanistan; *Asia; Bangladesh; China; India; Indonesia; Malaysia; Nepal; Pakistan; Philippines; Sri Lanka; Thailand; Vietnam

The report of a seminar involving 13 Asian nations held to develop coordinated population education programs is presented. Following an introduction describing background, objectives, and participation, chapter 1 summarizes the reports on national population education presented by Afghanistan, Bangladesh, the People's Republic of China, India, Indonesia, Malaysia, Nepal, Pakistan, the Philippines, Korea, Sri Lanka, Thailand, and Vietnam. Divided into considerations of formal and non-formal programs, each summary lists specific courses, problems, and future directions. Chapter 2 presents major problem areas as well as existing and proposed intervention

strategies for the coherence of formal and non-formal programs identified in the seminar. The chapter is divided into three parts, treating formal, non-formal, and coordinated programs. Chapter 3 summarizes recommendations made to participating nations and UNESCO. A list of participants, texts of major addresses, and the seminar agenda are included in six appendices. (LP)

ED 237 428 SO 015 184

Hough, Lindy; King, David C.
World Views through the Arts. GPE Humanities Series.
Global Perspectives in Education, Inc., New York, N.Y.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 79
AVAILABLE FROM- Global Perspectives in Education, Inc., 218 East 18th St., Box 76, New York, NY 10003 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Art; *Art Expression; Comparative Analysis; *Creative Expression; Cross Cultural Studies; Cultural Activities; *Cultural Awareness; Cultural Education; Cultural Traits; *Global Approach; Humanism; Humanistic Education; Instructional Materials; Interdisciplinary Approach; Learning Activities; Multicultural Education; Secondary Education; Social Values; Sociocultural Patterns
IDENTIFIERS- Change Analysis

Materials in this multicultural study of creative expression are suitable for use in a variety of secondary school disciplines, including social studies, humanities, language arts, and science. Following an introduction to teachers and curriculum developers on rationale, objectives, and format, the handbook is divided into five parts of student materials. Part 1 contains 5 readings, each examining man's need to create from a different cultural perspective. In accompanying activities, students have the opportunity to express themselves creatively. Part 2 compares different societies' world views. Readings on Pygmies, Eskimos, Moslems, Americans, and British are used to present cultural feelings about the earth and nature, and show how these views change over time. Part 3 explores the "style" or overall design of various cultures through the following three categories of readings: background study, cultural similarities and differences, and an in-depth look at the styles of specific decades in American culture. Part 4, Living with Change, examines how people in different cultures respond to change and ways of expressing feelings about change. Part 5 presents readings and activities on sacred clowns, jazz and disco, and wall art, to help students examine the ways a society develops a sense of community. (LP)

Foster, Francine; And Others
Basic Economics for Consumers: Living Tomorrow Today. BANK-ED III: Personal Money Management Series.
BANK-ED, Inc., San Diego, CA.; E.T.S. & Associates, San Diego, CA.
PUB DATE- 82
AVAILABLE FROM- BANK-ED, Inc., 1133 G Street, San Diego, CA 92101 (write for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Budgeting; *Consumer Economics; *Consumer Education; *Cooperative Planning; Curriculum Guides; Decision Making; Economics Education; High Schools; Individual Needs; Learning Activities; *Money Management; Role Playing; *Simulation; Units of Study
IDENTIFIERS- PF Project

This course in consumer economics for high school students is organized around a semester-long simulation in which students assume the responsibilities of young adults in making decisions related to the economics of work and domestic life. During the simulation, the students: (1) set individual goals; (2) choose occupations based on their goals and talents; (3) pair up with a simulated spouse or roommate; (4) begin the process of jointly negotiating how household income will be allocated taking into account their partner's needs and desires; (5) use credit and cash to make purchases for one year related to housing, utilities, furnishings, transportation, insurance, savings, charity, food, clothing, and miscellaneous expenses; and (6) plan a second year's budget taking into account a dependent who has come to stay. Following the simulation, students prepare time capsules with letters to themselves containing advice for the future. The course guide is organized into sequential units of study which include student objectives, teacher preparation materials, time frames, and step-by-step instructions for teaching the unit. Suggestions are also provided for lectures and discussions on larger economic issues in relation to each stage of the simulation. Reproducible student handouts which are used in the course are appended. (DC)

SP

ED 237 475 SP 023 291

Intriligator, Barbara A.
Creating Conditions for Successful Collaboration.
PUB DATE- 19 Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College School Cooperation; Decision Making; *Delivery Systems; Educational Resources; Higher Education; Needs Assessment; *Organizational Objectives; Public Schools; *Schools of Education; *Teacher Education
IDENTIFIERS- *Inter Organizational Relationship

An Inter-Organizational Relationship (IOR) may be used by colleges of education to establish formal arrangements for collaboration with local school systems. This arrangement is designed to allow the member organizations to sponsor joint programs and activities and share decision making to accomplish functions and goals determined jointly by the members. In planning for an IOR, several methods may be used in assessing external and internal resources and in exploring the cooperative environment of the member organizations. Following the planning stage of the IOR, the second phase of the model deals with analyzing the characteristics of the IOR structure and the relationships of member organizations, the types of coordinating mechanisms available to each, and the amount and kind of resources which may be provided by or for each. Interaction processes between the IOR members are also analyzed in this phase. In the final phase of the model, consideration is given to the outcomes of planning for the IOR, and to the operation of IOR functions and activities. (JD)

ED 237 491 SP 023 320

Cohen, David K.; And Others
Teaching Practice from the Practitioners Perspective. Final Report.
Huron Inst., Cambridge, Mass.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 1 Apr 83
CONTRACT- NIE-G-81-0017
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; Elementary Secondary Education; Professional Development; *Socialization; *Student Teacher Relationship; *Teacher Attitudes; Teacher Evaluation; Teacher Improvement; Teacher Participation; *Teaching (Occupation); Teaching Conditions

Researchers investigating the improvement of teaching have given little attention to the nature of teaching--the sort of work it is, how it is learned, and its essential skills and knowledge. Research incorporating the teacher's perspective and experience would be useful in any research analysis with the goal of improving teaching. Reported in this document is research conducted from a perspective which takes into account teachers' skills, knowledge, and work environment. This report makes use of teachers' comments, made to the researchers conducting the study, about the teaching profession, teacher research, and their individual work. A chapter on generic features of teaching considers teaching in the context of many human practices, in an effort to identify the family of practices to which teaching belongs. Social features of teaching and their implications for teacher performance are discussed in the next chapter. The next major section analyzes teacher performance and the features which make teacher performance "joint," or dependent, upon other factors such as students. The last section further discusses the "joint" performance of teachers and students and examines the implications of "joint" teacher evaluation, by students and teachers. (CJ)

ED 237 556 TM 830 820

Peach, Larry; Reddick, Thomas
A Statewide Assessment of Public High School Principals' Attitudes Regarding Proficiency Testing in Tennessee.
PUB DATE- 18 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Attitude Measures; Educational Legislation; *Graduation Requirements; High Schools; Language Arts; Mathematics Skills; *Minimum Competency Testing; *Principals; Questionnaires; *State Programs; Statewide Planning; Testing Programs
IDENTIFIERS- *Tennessee Proficiency Test

A questionnaire was developed to assess high school principals' attitudes regarding the Tennessee Proficiency Test. The questionnaires were distributed statewide to the 147 public high school principals; 121 principals responded. Questionnaire items dealt with issues such as policy statements, remedial activities, graduation requirements, and quality of education. An analysis of the data indicated that (1) most school systems do not have written school board policies regarding proficiency testing; (2) most schools have remedial instruction such as regular classroom teachers, parental involvement, programmed materials, computer assisted instruction, resource teachers, tutors, extra assignments, and extended school days; (3) most principals believe that proficiency testing will improve the quality of education; (4) instruction in subject areas not covered in tests should not diminish; (5) a certificate of attendance is recommended for those not passing the Proficiency Test; and (6) passage of the Test does not necessarily indicate the student has the "basic skills" needed. (PN)

ED 237 573 TM 830 838

Hample, Dale; Dallinger, Judith M.

Trust, Solidarity and Target Valence: Some Problems with Our Validity Paradigm.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Evaluation Methods; Higher Education; *Interpersonal Communication; *Measurement Techniques; *Rating Scales; Research Utilization; Self Disclosure (Individuals); *Test Reliability; *Test Validity
IDENTIFIERS- Individualized Trust Scale; *Target Valence; Trust; *Wheeless (L R)

Wheeless' trust and solidarity scales are examined under conditions of positive and negative target person. Valence of stimulus is shown to have a strong influence on the performance of the scales. The problems on Wheeless' scales were not detected in the original validation studies because of the normal validation paradigm. That paradigm emphasizes generalizability and scale purity, and therefore tends to risk validity by pooling data across a wide variety of stimulus conditions. The weaknesses of these standard procedures are explained, and suggestions for reform are made. (Author/PN)

ED 237 589 UD 023 165

Lipsitz, Joan Scheff
Schooling for Young Adolescents: A Key Time in Secondary Education.
PUB DATE- 24 Jan 80
AVAILABLE FROM- Center for Early Adolescence, University of North Carolina, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($1.25 plus $1.00 postage/handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- Adolescent Development; *Adolescents; Educational Assessment; Educational Experience; Educational Needs; Educational Quality; Group Status; *Junior High Schools; *Preadolescents; Program Effectiveness; *Relevance (Education); *School Effectiveness; *Student Needs; Teacher Effectiveness

This review of the status of junior high schools, prepared as a testimony for the Subcommittee on Elementary, Secondary, and Vocational Education, argues that, despite the fact that early adolescence is a critical time in human development, schooling for young adolescents is the weakest link in the chain of public education. Middle and junior high schools are unsure of their instructional purposes, are served by the least skilled pool of professionals in public education, and are confused about the needs of their students and how to meet them. The situation calls for sweeping measures, including: (1) a review of the purposes and practices of intermediate schooling; (2) upgrading of staff; (3) the establishment of centralized data sources for professionals and policymakers; (4) the institution of a variety of schooling options; (5) the institution of programs giving young adolescents greater access to adults; (6) research into effective schools for young adolescents; (7) research into ways to alleviate the special stresses of desegregation in junior high schools; (8) the establishment of a broad spectrum of basic skills programs; (9) the provision of health screening, diagnosis and treatment, and coordinated health, guidance, and social services; and (10) more Federal funds for research on early adolescent development, schools, and other service institutions for young adolescents. (GC)

ED 237 176 JC 830 841

Husmann, Ann

Class Guests...An Added Dimension.
PUB DATE- 21 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *College Instruction; *Community Resources; Discussion (Teaching Technique); Educational Resources; *Human Resources; Information Sources; Instructional Improvement; Postsecondary Education; Student Behavior; Student Responsibility; Teaching Methods
IDENTIFIERS- PF Project

Inviting carefully selected guests into the classroom can help students recognize the blending of theory and practice and involve students more intimately in the learning process. For example, a first-person account by a mother of a handicapped child might have a greater impact on the listener than books, films, or lectures. Effective presentations, however, require advance planning. Students are given a time-line at the beginning of the semester on which they may sign up if they choose to invite a guest. An outline enumerating class and guest responsibilities, a conference with the instructor, and a written outline for the guest must be completed before the invitation is finalized. Students complete the project with a summary, personal evaluation of the presentation, thank-you note, and final discussion. Instructor-invited guests are usually experts at what they are asked to talk about, e.g., an insurance agent or a member of La Leche League. Often, guests can provide a link to the job market and can give particulars useful to students. (LH)

ED 237 236 PS 013 991

Gorrell, Jeffrey
Children's Descriptions of Adults: A Developmental View.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Elementary Education; *Elementary School Students; Individual Characteristics; *Perception Tests; *Perceptual Development

IDENTIFIERS- *Descriptive Research; *Peripheral Stimuli

Two hypotheses were tested in this study: (1) that the elaborateness of children's descriptions would increase with grade level, and (2) that there would be a decrease in peripheral descriptions and an increase in central descriptions with grade level. A total of 211 kindergarten through eighth-grade students were instructed to describe an adult they knew very well. Responses were classified into nine categories representing major descriptive constructs related to person perception: appearance, routine habits and activities, personal possessions, personality, aptitudes and achievements, personal attitudes, subjects' evaluation of the adult, social roles, and comparisons (references to comparative differences between people). A multiple analysis of variance (grade by sex by nine categories) revealed significant increases in the use of five of the targeted categories by children in higher grades. A second multiple analysis (grade by sex by two categories) showed a significant increase in the use of central descriptive constructs by older children. Analysis of variance showed significant increases in the elaborateness of the categories used by older children. (Results were considered in terms of the development of person perception in children.) (Author/BJD)

ED 237 251 RC 014 111

Chandler High School College Prep Honors Program: Restoring a Challenge to Secondary Education. Advanced Placement.
Chandler Unified Schools, AZ.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Admission Criteria; *Advanced Placement Programs; *College Preparation; Educational Benefits; Graduation Requirements; High Schools; *Honors Curriculum; Pamphlets; Program Descriptions; Required Courses
IDENTIFIERS- Chandler High School AZ; *International Baccalaureate; PF Project

The honors program at Chandler High School (Arizona) which combines the International Baccalaureate (IB) and Advanced Placement (AP) programs is described in this brochure. Following a general overview of IB and AP programs, several benefits of this combined program are listed: (1) small classes with superior students; (2) the opportunity to earn college credit through AP tests; (3) recognition of the IB diploma in the United States and Canada enabling students to gain college admissions, course credit, and advanced standing or placement; (4) tuition savings; (5) time to explore undergraduate subject areas; and (6) weighted grades in IB-AP courses. Suggested course schedules are offered for the sophomore through senior years as well as admission criteria for the program and a description of curriculum requirements. Names and addresses of two contact people are provided. (DC)

ED 237 280 RC 014 453

Hwang, Sean-Shong; And Others
The Effects of Race and Socioeconomic Status on Residential Segregation in Texas, 1970-1980.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Blacks; Community Change; Comparative Analysis; Employment Level; Family Income; *Hispanic Americans; Longitudinal Studies; Mexican Americans; Neighborhood Integration; Racial Distribution; Racial Factors; *Racial Segregation; *Residential Patterns; Socioeconomic Background; *Socioeconomic Status; Urban Demography; *Whites
IDENTIFIERS- *Texas

A longitudinal study of racial/ethnic residential segregation in 27 central Texas cities used data from the 1970 and 1980 censuses to investigate effects of 3 socioeconomic indicators (education, income, occupation) and other variables (age of city, city growth rate, percent of Black and Spanish population) on changes in Black-White, Anglo-Spanish, and Black-Spanish residential segregation. Descriptive and regression analyses, using standard indices of dissimilarity, were used to examine effects of the independent variables. Analysis indicated that changes in segregation were determined by different causal factors for different racial/ethnic groups. Results indicated that levels of segregation between Blacks and Whites and between Blacks and Spanish, and changes in segregation between groups over time could not be accounted for by differences in socioeconomic status. Analysis showed that improvements in social/economic status of Blacks did not lead to residential integration, and that the only socioeconomic factor that significantly affected Anglo-Spanish segregation was education, as high Anglo-Spanish segregation remained even when differences in income and occupation were low. Overall findings were that segreation between any two groups tended to increase with age of city, population size, and percentage of minorities in the population. (MH)

ED 237 294 RC 014 472

Barker, Bruce O.; Muse, Ivan D.
A Research Report of Small/Rural School Districts in Kansas Compared to School Districts of Similiar Size Nationwide.

PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Administrators; Comparative Analysis; Courses; *Curriculum; Declining Enrollment; Educational Finance; Elementary Secondary Education; Extracurricular Activities; Profiles; Rural Schools; School Community Relationship; *School Districts; School Size; School Statistics; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries
IDENTIFIERS- *Kansas

Comparisons between 35 small/rural K-12 Kansas school districts (900 students or fewer) and 642 similar districts nationwide use data gathered during 1982-83. Qualifying Kansas districts (208, enrolling 95,466 students) were identified, to be compared to 4,125 qualifying districts nationwide. A questionnaire mailed to superintendents of 36 randomly-selected Kansas districts and 816 randomly-selected districts nationwide achieved respective response rates of 97.2% and 78.7%. A 3-page table compares data from the Kansas and national surveys in sections on the district, superintendent, teachers, student performance, and school programs. For example, teachers are compared in terms of average numbers of elementary teachers in district (Kansas: 17.1, national: 14.4); average number of secondary teachers in district (17.4, 15.7); average teacher/student ratio (1:11.8, 1:14.5); percent teacher turnover, 1981-82 (8.9%, 8.6%); mean beginning teacher salary, 1982-83 ($11,948, $12,492); mean top teacher salary, 1982-83 ($20,472, $20,506); mean current teacher salary, 1982-83 ($16,129, $16,377): average number of "steps" to reach top of salary schedule (11.4, 14.5); and average number of different subject preparations for secondary teachers (3.6, 3.5). (MH)

ED 237 324 SE 043 408

Reuman, David A.; And Others

Social Comparison and Ability-Grouping Effects on Ability Evaluations in Mathematics.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Researchers; Grade 7; *Grouping (Instructional Purposes); Junior High Schools; Secondary Education; *Secondary School Mathematics; *Self Concept; *Sex Differences; *Socialization
IDENTIFIERS- Mathematics Education Research

Examined was whether within-class social comparison processes mediate the effects of ability grouping in mathematics on self-concept. The sample was 149 students in seventh-grade classrooms in two schools, one practicing within-classroom grouping and the other using between-classroom grouping. It was predicted that, among students who frequently use social comparison information to evaluate their ability, self-concept of mathematics ability ought to be more strongly related to the level of one's group if one is in a school that practices within-classroom grouping by ability. Among students who do not use social comparison information often, self-concept of mathematics ability should be equally related to the level of one's group, whether within-or between-classroom grouping practices are used. These predictions were partially confirmed, although complicated by interaction effects involving gender. The importance of these findings for the literature on social comparison of ability and on ability grouping in schools is discussed. (Author/MNS)

ED 237 339 SE 043 546

Pinker, Steven

Pattern Perception and the Comprehension of Graphs.

Massachusetts Inst. of Tech., Cambridge. Dept. of Psychology.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- NIE-400-79-0066
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; *Comprehension; Educational Research; *Graphs; Higher Education; Instructional Materials; Reaction Time; Science Education; *Visual Perception; *Visual Stimuli

Three experiments tested the hypothesis that graphs convey information effectively because they can display global trends as geometric patterns that visual systems encode easily. A novel type of graph was invented in which angles/lengths of line segments joined end-to-end represented variables of rainfall and temperature of a set of months. It was expected that questions about single values of a variable would be easier to answer when the variable was encoded as a segment length whereas questions about global trends of a variable would be easier to answer when the variable was encoded as a segment angle. Subjects' (N=14) response times when answering questions pertaining to such graphs demonstrated the interaction hypothesized. This was true both when subjects construed stimuli as meaningless visual patterns and when they construed the same stimuli as graphs. Similar results were obtained regardless of whether subjects were explicitly instructed about how trends of the angle variable translated into geometric shapes. It is concluded that graph formats, and types of information conveyed by graphs, are not uniformly easy or difficult, but that a given type of information is conveyed efficiently in a graph format to the extent that it corresponds to a naturally perceivable visual pattern. (Author/JN)

ED 237 353 SE 043 566

Science. Elementary and Middle School Curriculum Objectives.
Boston Public Schools, Mass.

PUB DATE- 83
AVAILABLE FROM- Instructional Services, Boston Public Schools, 26 Court Street, Boston, MA 02108.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Astronomy; *Biological Sciences; *Content Area Reading; Curriculum Guides; Earth Science; *Educational Objectives; Elementary Education; *Elementary School Science; Junior High Schools; *Physical Sciences; Process Education; Science Curriculum; Science Education; Science Instruction; Scientists; *Secondary School Science
IDENTIFIERS- *Massachusetts (Boston); Science and Society

This document lists science objectives for Boston elementary and middle school students. All objectives are presented in two columns. The left-hand column states each objective in general terms and gives an idea of its scope. The right-hand column, giving a specific example of what students should be able to do when the objective is achieved, serves to clarify each objective; in addition, the illustrations in this column are intended to make the objectives more vivid, suggest possible activities and sources, and break up text material. More illustrations are provided for lower than for middle grades. Objectives for kindergarten through grade 6 are divided into the same major sections: science experiences; science skills and processes; science and society; life science; human biology and health; physical science; earth science; astronomy; and science reading (with reading lists for grades 1, 3, and 5). Objectives in grades 7 and 8 focus primarily on the physical and life sciences topics respectively. Additional objectives for these grades relate to reading (with a reading list for grade 8), science experiences, science skills/processes, and other areas. A discussion of issues in science education, suggestions for teaching science, a list of 26 science goals, and (in an appendix) names of scientists/inventors are included. (JN)

ED 237 369 SE 043 663

Blosser, Patricia E., Ed.; Mayer, Victor J., Ed.
Investigations in Science Education. Volume 9, Number 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

PUB DATE- 83
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.00, $2.25 single copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Achievement; Classroom Environment; Cognitive Style; Concept Formation; Elementary School Science; Elementary Secondary Education; Higher Education; Individualized Instruction; *Learning; Preservice Teacher Education; *Science Course Improvement Projects; *Science Curriculum; Science Education; *Science Instruction; Secondary School Science; *Teaching Methods; Zoos
IDENTIFIERS- Israel; *Science Education Research

Presented are abstracts and abstractors' analyses of 10 studies related to science instruction and 3 studies related to science curriculum. Analyses in the first section (instruction) are on studies of: the influence of instructional structure and focus of control on achievement; effects of individualized audio-tutorial and frontal classroom-laboratory instructional methods on grade distribution; the relationship of teacher reinforcement and student inquiry behavior; an instrument designed to be used to obtain description about instructional methods and materials in a science laboratory; cognitive preferences of students related to a curriculum; classroom learning environment; students' difficulties in learning basic Mendelian genetics; pictorial presentation related to concept acquisition; evaluation of use of a zoo fieldtrip as an instructional method; and individualized instruction. Analyses in the second section (curriculum) are on: the aims of science laboratory courses; a longitudinal study of 5 years of Intermediate Science Curriculum Study (ISCS); and the influence of the use of the Biological Sciences Curriculum Study (BSCS) Elementary School Science Program on students' listening skills. Responses by three authors to analyses of their studies are included. (JN)

ED 237 413 SO 015 168

Deitrick, Bernard A., Comp.
Know Your Neighbor's Faith: An Annotated Interfaith Bibliography.
Church and Synagogue Library Association, Bryn Mawr, Pa.
REPORT NO.- ISBN-0-915324-19-9
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Books; Catholics;
Christianity; *Interfaith Relations; Judaism; Protestants;
*Religion; *Religious Education; Resource Materials
IDENTIFIERS- Eastern Orthodox Church; *North America

General interest books on North American religions are cited in this annotated bibliography for church and synagogue librarians.

Over 130 publications, including references, children's books, and adult literature, are listed under the following categories: general books, Judaism, Christianity, and interfaith dialogue. The section on Christianity is subdivided into Catholicism, Eastern Orthodoxy, general Protestantism, and Protestant denominations. With few exceptions, cited material was published between 1960 and 1983. (LP)

ED 237 460 SP 022 605

Soar, Robert S.; Soar, Ruth M.
Context Effects in the Teaching-Learning Process.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Ability; *Academic Achievement; Beginning Teachers; *Classroom Environment; Educational Research; Elementary Secondary Education; Individual Differences; Positive Reinforcement; Socioeconomic Status; Student Behavior; *Student Characteristics; Student Teacher Relationship; *Teacher Effectiveness; Teaching Conditions; *Teaching Styles; Time on Task

A review of research findings on context variables in the classroom and their effects on student achievement provided a framework upon which to base conclusions on the following factors pertaining to effective teaching: (1) teacher control of the classroom; (2) adjustment of teacher control of learning activities to student abilities; (3) relationship between control of learning tasks and achievement outcomes; (4) implications of positive affect in the classroom environment; (5) relationship of teacher praise to student achievement; (6) effect of rewards on student performances; (7) relationship between negative affect and student socioeconomic status; (8) relationship between level of task structure and student socioeconomic status; (9) relationship between level of task structure and student cognitive level; and (10) relationships among time on task, student cognitive level, and socioeconomic status. (JD)

ED 237 506 SP 023 439

Burden, Paul R.; Wallace, David
Tailoring Staff Development to Meet Teachers' Needs.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Delivery Systems; Elementary Secondary Education; *Faculty Development; *Individual Development; *Inservice Teacher Education; Needs Assessment; *Program Effectiveness; Staff Development; Teacher Attitudes; *Teacher Characteristics; Teacher Participation; Vocational Maturity
IDENTIFIERS- *Stages of Concern

Research in staff development and in teacher career development provides useful information so that staff development programs can be tailored to accommodate teachers' needs at different career stages. Findings of studies on staff development have identified characteristics of successful inservice programs. Collaboration between all participants in organizing and planning the program is of prime importance. Essential, also, is that the program be based on an assessment of the real needs and professional concerns of teachers, and be focused on specifics that may be successfully translated into practice. School-based programs which include effective training components have been rated by participants as successful. Research on the stages of concern through which teachers progress as they advance in their profession has identified a developmental pattern which evolves from the early survival stage, through an adjustment stage, and finally arrives at a vocationally mature stage. Staff development programs can be tailored to accommodate teachers' needs at different career stages. By offering more comprehensive staff development programs which use the stages of concern guidelines, well designed programs can be developed to help teachers become more effective. (JD)

ED 237 539 TM 830 800

Prater, James M., Jr.
An Analysis of Selected Statistical Techniques Utilized in Quasi-Experimental Designs.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Gains; *Analysis of Covariance; *Analysis of Variance; Computer Simulation; *Hypothesis Testing; Mathematical Models; Pretests Posttests; *Quasiexperimental Design; Reliability; Research Design; Research Methodology; Sample Size

The central purpose of the present study was to evaluate several statistical techniques (analysis of variance (ANOVA) on raw gains, standardized ANOVA, standard analysis of covariance (ANCOVA), and z-score ANOVA) under various quasi-experimental conditions (three levels of reliability, three levels of sample size, three levels of gain, and the equality of pretest means). One thousand sets of data were generated for each combination of statistical technique/conditions. Based on the results of the study, none of the statistical techniques were found to appropriately model reality. There was no statistically significant difference between the results produced by all four statistical techniques when there was no gain in either group and the pretest means of both groups were equal. ANOVA on raw gains and z-score ANOVA produced similar results when there was no gain in either group and the pretest means were different for both groups. The idea of developing a multiple analysis scheme was not supported for any of the statistical techniques used in this study. Finally, the study did not support the use of the statistical techniques investigated under the quasi-conditions constructed for this study. (BW)

Hartmann, Nils

The Self-Reliant Child. Outline for a Development Education Course. Development Education Paper No. 23.

United Nations Children's Fund, New York, N.Y.
PUB DATE- 82
AVAILABLE FROM- The course is available in the educational material "Education for Self Reliance" from Dansk UNICEF Komite, Billedvej, 8 Frihavnen, DK-2100 Kobenhaven O.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Childhood Needs; *Children; *Developing Nations; *Elementary School Students; Elementary Secondary Education; *High School Students; *Learning Experience; Units of Study
IDENTIFIERS- Denmark; *Development Education; UNICEF

An outline is provided for a 3-day unit of instruction in the area of development education. The unit has been implemented in several hundred Danish schools and aims to (1) teach children about other children's lives and conditions while increasing awareness of their own situation, (2) convey to pupils that all children have some basic needs that must be met if they are to live a decent life, (3) instruct children that the basic needs of all children are not being met and that rich societies must change if the conditions of children in poor societies are to improve, and (4) point out that basic requirements also encompass some nonmaterial needs. Activities are listed for each day. These include brainstorming sessions conducted in classes as large as those in many developing countries and practical activities such as mending clothes to be sent to refugee camps and setting up a "civic restaurant" to sell food and pure water to raise money for UNICEF programs. (RH)

ED 237 208 PS 013 955

Lerma, Sheila; Downs, R. Chris
Does Expertise or Pretty Please? The Influence of Attractiveness, Gender and Expertise on Children's Evaluations of Models in Advertisements.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advertising; *Childhood Attitudes; Credibility; Elementary Education; *Elementary School Students; Females; Males; *Sex Bias; *Sex Differences
IDENTIFIERS- *Advertisements; Physical Attractiveness

The extent to which children evaluated non-television advertisements differentially on the basis of performers' gender, expertise, and attractiveness was assessed. Participating were 56 girls and 47 boys attending first-, third-, and fifth-grade classes in Galveston, Texas. A total of 24 pairs of specially prepared advertisements were used as stimulus materials. On each pair, identical pictures of neutral products were shown; pairs varied in the gender, attractiveness, and expertise of the male or female models appearing with the product. Performer's expertise was indicated by a simple sentence included in the advertising copy. Results of chi-square and Z tests indicated that children's selections among advertisements were primarily influenced by the attractiveness of the adult models who appeared. Expertise seemed fairly unimportant to children's judgments. The strength of selecting attractive models across the grades was essentially equivalent. It was concluded that even first graders apparently prefer attractive adult models and that the role of non-television media in attractiveness-based socialization may be extremely important. (RH)

ED 237 266 RC 014 426

Gilliland, Hap
Red Cloud Reading Test: American Indian Form of the Test of Individual Needs in Reading, a Competency Based Test of Reading Skills and Instructor's Manual.
Montana Council for Indian Education, Billings.
PUB DATE- 83
AVAILABLE FROM- Montana Council for Indian Education, 517 Rimrock Road, Billings, MT ($1.50 manual, $0.60 test).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; American Indian Culture; *American Indian Education; Context Clues; Elementary Secondary Education; Listening Comprehension; Miscue Analysis; *Oral Reading; *Reading Achievement; Reading Comprehension; *Reading Skills; Reading Tests; *Scores; Test Bias; Test Construction; *Testing; Vocabulary
IDENTIFIERS- Competency Tests; Red Cloud; *Red Cloud Reading Test; Red Fox; Test of Individual Needs in Reading

The oral Red Cloud Reading Test provides a complete analysis of reading level and skills for American Indian students in grades 1-7 or for high school and adult students reading at or below high school levels. The test determines the basic and recreational reading levels, identifies reading problems, determines reading speeds, and analyzes the instructional needs of the student. It measures reading and listening comprehension, word and structural analysis, and use of context, and analyzes miscues. The manual includes instructions for individual and group test administration and scoring, as well as alternative testing procedures. The manual also includes statistical data pertinent to test development, validity, and reliability. The test booklet contains a summary of the instructions and the test itself. In addition to short tests for word pronunciation, recognition, and analysis and for prefixes, suffixes, and syllabication, the text consists of two stories about Red Cloud and Red Fox. The stories appear in short sections and each section is followed by a series of questions to test comprehension. Score sheets complete the test booklet. (SB)

ED 237 308 SE 014 738

Brynildson, Inge

Plant Study Guide.

Wisconsin State Dept. of Natural Resources, Madison.
REPORT NO.- Pub-5-1520(83)
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Biological Sciences; *Botany; Class Activities; *Ecology; Field Trips; Instructional Materials; Learning Activities; Photosynthesis; Plant Identification; Puzzles; Secondary Education
IDENTIFIERS- Energy Flow; Food Production; PF Project; *Plant Physiology; Plants (Botany); Seed Production and Distribution Competencies

Appropriate for secondary school botany instruction, this study guide focuses on the important roles of plants in human lives. Following a rationale for learning the basic skills of a botanist, separate sections discuss the process sunlight undergoes during photosynthesis, the flow of energy in the food chain, alternative plant lifestyles, plant physiology, physical adaptations, sexual and asexual reproduction, seed distribution, and succession. A short glossary is followed by a list of 20 classroom projects, a word search, a crossword puzzle construction exercise, a word about collecting plants, and 15 field trip suggestions. The guide concludes with a 38-item bibliography and a list of 9 organizations to contact for further information. Throughout the guide, drawings illustrate plant classification and identification, processes, and anatomical structures. (LH)

ED 237 522 TM 830 573

Noonan, Al; Clifford, Richard

Staff Development Cooperative Evaluation Report, 1982-83.

Education Service Center Region 20, San Antonio, Tex.
PUB DATE- 13 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Attendance Patterns; Consultants; *Cooperative Programs; *Course Evaluation; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Inservice Teacher Education; Questionnaires; Secondary School Teachers; Teacher Workshops

The ECS-20 Evaluation Co-op of San Antonio (TX) analyzed the completed Workshop Evaluation Forms of participants in a teacher in-service program which was sponsored by several school districts and involved presentations by 20 consultants. The major findings note that attendance varied widely depending on topic, and list the most popular workshops as a whole and by school district. The analysis consists of three sections. The first provides an over-all picture of in-service evaluation results by consultant. Section 2 presents results by school district. Section 3 contains comments of participants on the workshop evaluation questionnaire. A sample program and Workshop Evaluation Form are included. (HFG)

ED 237 222 PS 013 974

Comparative Licensing Study: Profiles of State Day Care Licensing Requirements. Family Day Care Homes. Volume 5: Alabama - Wyoming. Revised Edition 1981.

Johnson (Lawrence) and Associates, Inc., Washington, D.C.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF07/PC40 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Activities; *Certification; Child Caregivers; Comparative Analysis; *Day Care Centers; Disabilities; Early Childhood Education; Facility Requirements; *Federal Regulation; Food Service; Health; *Local Legislation; National Surveys; Nutrition; Parent Participation; Professional Personnel; Safety; *State Legislation; Student Teacher Ratio

IDENTIFIERS- District of Columbia; Guam; Puerto Rico; United States; Virgin Islands

Updating the Administration for Children, Youth and Families' 1978 "Comparative Licensing Study," a study was conducted to provide a common framework for assessing state activities in critical child care licensing areas and to record the status of child care licensing as of March 1981 in the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. The updated, six-volume comparative licensing study improves the format of the original (e.g., gives greater prominence to group size and infant care) and contains detailed information on state laws and regulations dealing with family child care homes, group child care homes, and day care centers. The format consists of the following categories: (1) state licensing of child day care facilities; (2) licensing process and enforcement procedures; (3) administration; (4) group compositions of children; (5) staff qualifications and training requirements; (6) program of activities, including education; (7) health and safety; (8) nutrition and food services; (9) social services; (10) parent participation; (11) infants and toddlers; (12) children with handicapping conditions; (13) school age children; (14) facility requirements; and (15) other state requirements - compliance with other local, state, and regional laws and regulations. Volume 5 profiles requirements of family day care homes in nearly all 50 states, the territories, and the District. In some profiles, some categories are not detailed. (RH)

ED 237 384 SO 015 047

Howard, James; Mendenhall, Thomas
Making History Come Alive: The Place of History in the Schools. Report of the History Commission.
Council for Basic Education, Washington, D.C.
SPONS. AGENCY- Aetna Life and Casualty, Hartford, Conn.; National Endowment for the Humanities (NFAH), Washington, D.C.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 82
AVAILABLE FROM- The Council for Basic Education, 725 Fifteenth Street, N.W., Washington, DC ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Area Studies; *Core Curriculum; Definitions; *Educational Needs; Educational Objectives; Elementary Secondary Education; European History; History; *History Instruction; Introductory Courses; Literature; Non Western Civilization; Novels; Paperback Books; Resource Materials; *Teacher Education; Thematic Approach; United States History

This report argues for renewed attention to the teaching of history in the schools and provides suggestions for improving the state of history in our educational system. Much of history's trouble in the schools derives from a misunderstanding about what the subject is and what it is not. History is not social studies; it is essentially narrative. Through narrative, human experience is made understandable. If history is to assume its rightful place in the curriculum, teachers must be adequately trained. Teacher education should begin with a coherent, rigorous liberal education and should include a concentration in history, taught by professional historians and augmented by significant study in related fields. The preparation of history teachers should also include courses in the writing of history, historical method, and writing and should include pedagogical training. At the elementary level, the irreducible minimum of a history program should acquaint students with the past through progressively sophisticated narratives. The irreducible minimum for secondary schools should include a topical study of U.S. history, a survey of European history, and a survey of U.S. history. Beyond the irreducible minimum for secondary schools, the history of a non-Western country or area should be included. Appendices describe aids for the teacher and recommend books for elementary and secondary students. (RM)

ED 237 399 SO 015 110

Moss, Pamela A.; Petrosky, Anthony R.
A Proposal for Measuring Critical Thinking.
SPONS. AGENCY- Pittsburgh Board of Public Education, Pa.; Richard King Mellon Foundation, Pittsburgh, Pa.
REPORT NO.- T-83-2
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Critical Thinking; Definitions; *Diagnostic Tests; Essay Tests; Scoring; Secondary Education; Skill Development; *Social Studies; Teacher Education

The diagnostic testing component of the Critical Thinking Project of the Pittsburgh schools is described and a rationale for the project's particular choice of testing procedures is provided. The purpose of the project was to help students develop skills for thinking critically and communicating critical thought through reading, discussion, and essay writing within the social studies curriculum. The project defined critical thinking as a dynamic process of questioning and reasoning that reflects a trusting, yet skeptical orientation toward the world. Critical thinking skills are interdependent emphasizing both oral and written expression. Because no existing tests suited the project's conceptualization of critical thinking or met its practical needs, the project developed a testing procedure that asked students to read passages relevant to their social studies curriculum and write essays in response to questions which asked them to do such tasks as evaluate or draw inferences from what they had read. Asking students to state their ideas clearly and to justify or defend those ideas with coherent explanations and evidence provides insight into the thinking process. An analytical scoring guide which teachers can apply to their student essays quickly to obtain relevant diagnostic information was also developed. Included are two sample essays followed by excerpts from the project's teacher training materials which provide the rationale for the scores given and suggestions for providing feedback to the students who wrote the essays. Appended are a field test version of a critical thinking test and a detailed version of a diagnostic scoring guide. (RM)

ED 237 414 SO 015 170

The Final Report of the Study Committee on American History and Citizenship Education.

Massachusetts State Board of Education, Boston.

PUB DATE- 27 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Community Involvement; Constitutional History; Controversial Issues (Course Content); *Educational Needs; Elementary Secondary Education; Hidden Curriculum; Inservice Teacher Education; Local History; Preservice Teacher Education; Primary Sources; Skill Development; Student Evaluation of Teacher Performance; Student Government; United States Government (Course); *United States History

Recommendations to increase knowledge of American history and of the rights and responsibilities of citizens among public school students in Massachusetts are outlined and discussed. The recommendations made by the special study committee were based on two state-wide surveys (one of secondary teachers and social studies directors or chairpeople and one of elementary principals and teachers), visits by several of the committee members to school systems, the experiences of the committee members themselves, and the additional information supplied by the constituencies the committee members represented. The first group of recommendations deal with the formal curriculum, discussing ways to build a solid, comprehensive K-12 program. The second group of recommendations focus on the informal curriculum, defined to include all experiences, influences, groups, actions, and interactions of individuals which occur outside the classroom and, in conjunction with formal instruction, inside the classroom. The study committee believes that students' attitudes toward citizenship and participation in our society are largely based on the informal curriculum. The last group of suggestions for improvement deal with teacher education. The committee believes that in the long term, improvements in citizenship education are dependent on the preservice and inservice training of teachers. (RM)

ED 237 429 SO 015 185

Smith, Gary R.
Cultural Sight and Insight: Dealing with Diverse Viewpoints and Values. GPE Humanities Series.
Global Perspectives in Education, Inc., New York, N.Y.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 79
AVAILABLE FROM- Global Perspectives in Education, Inc., 218 East 18th St., Box 76, New York, NY 10003 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Concept Teaching; *Cultural Differences; Cultural Pluralism; Ethnic Groups; Ethnocentrism; *Global Approach; Humanities; Human Relations; Interaction; Intermediate Grades; Learning Activities; Multicultural Education; Relevance (Education); Secondary Education; Social Bias; Social Studies; Stereotypes; Values

Intended to provide students in grades 6-12 with a global perspective, these ready-to-use activities deal with the concept of cultural differences. The materials can fit into courses dealing with cultures, American cultural diversity, and human relations. There are five parts. The activities in part 1 will help sensitize students to a multicultural world and help them to understand that the particular culture they live in has molded their own ways of acting and thinking. In part 2 students explore the ways we perceive and misperceive others. In part 3 they learn how and why we label people in certain ways. Students examine the cultural influences in their daily lives that often operate on a subconscious level in the activities of part 4, "The Power of Culture." Part 5 focuses on the roles students play now in their own interactions with others. Examples of activities include having students respond to a series of statements about cultural groups, analyze readings, judge photographs, analyze a Grimm fairy tale for sex role stereotypes, and discuss case studies. (RM)

ED 237 444 SP 022 504

Basics. A Compilation of Learning Activities Pages from Seven Issues of Instructor Magazine, September 1982 through March 1983 and May 1983.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; *Language Arts; Learning Activities; *Social Studies; Teaching Methods
IDENTIFIERS- PF Project

This collection of 18 learning activities pages focuses on the subject areas of science, language arts, mathematics, and social studies. The science activities pages concern the study of earthquakes, sound, environmental changes, snails and slugs, and friction. Many of the activities are in the form of experiments for the students to perform. Language arts activities cover folktales (specifically "The Blue Jackal" by Marcia Brown), the study of words, writing with an outer-space theme, reading comprehension, and the use of comics as motivators. The three mathematics pages contain activities on metrics, division, and the use of mathematics in the outdoors. Map study skills and a study of Alexander the Great are the two social studies topics provided. Two pages of multidisciplinary activities cover teaching the concept of time and teaching about transportation and travel. The final page in this compilation contains music activities designed to give students a break when they are restless. (EM)

Quansah, Kofi B.
Basic Training Course in Systematic Curriculum Development. Course One: General Background to Curriculum Development in Africa.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Access to Education; *African History; Course Objectives; *Curriculum Development; Developing Nations; *Economic Factors; *Educational History; Educational Planning; *Educational Trends; Foreign Countries; Higher Education; International Organizations; *Political Influences; Relevance (Education); Social Action; Sociocultural Patterns; Teacher Education
IDENTIFIERS- *Africa

This course supplies an historical overview of forces and factors which have led to changes in African educational philosophy and planning. Most landmarks in African education have been established by some important international conferences on education (held in developing nations), a number of which are discussed in the course. The course is divided into the following sections: (1) objectives of the course; (2) the post-second world war social revolution; (3) the focus of educational development in Africa since the Addis Ababa Conference of 1961; (4) dysfunctionality of the school system; (5) developments in the late 1960's; (6) developments in the 1970's; and (7) the trend of educational development from the 1970's. Concluding remarks offer reflections on the purpose, objectives, quality, and relevance of education in Africa. References for further reading are included. (JD)

ED 237 492 SP 023 321

Warren, Richard L.
Support Systems and Teacher Decision Making: An Exploratory Study.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
GRANT- NIE-G-81-0110
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Techniques; *Decision Making; Elementary Education; *Elementary School Teachers; Evaluative Thinking; Influences; Information Utilization; Inservice Teacher Education; *Instructional Development; Instructional Materials; *Services; Student Characteristics; *Teacher Attitudes; Teacher Behavior; Teacher Effectiveness

Factors influencing teachers' decision making in the classroom were studied. Fourteen elementary school teachers in five schools were observed and interviewed. Observations focused on formal, organized classroom activities, and interviews centered on what basis, or for what reason, a particular procedure or curriculum material was employed. Types of support components available to the teacher in making decisions included colleagues, mandated district curriculum, published research, textbooks, commercial publications, the school principal, and personal experience. The teachers ranked student characteristics first and curriculum materials second as factors influencing how they proceed in the classroom. An inservice training program, referred to as Professional Development Program Improvement Center (PDPIC), was cited as a valuable source of decision making support, as well as the "Stull Objectives," a teacher improvement system similar to PDPIC but focusing on behavioral management. Colleagues were also seen as supportive, in particular when acting as part of a team. A microcomputer was cited by one teacher as a source of support. Extensive observational and interview data is presented on 3 of the teachers, and data from the other 11 are summarized. The questionnaire used in the study is appended. (JD)

ED 237 557 TM 830 821

Summer School Pilot 1983: Second Report to the Texas Education Agency.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Texas Education Agency, Austin.
REPORT NO.- AISD-ORE-83.04
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Basic Skills; Check Lists; Classroom Observation Techniques; Elementary Education; Followup Studies; Grade Repetition; Pilot Projects; Program Descriptions; *Program Evaluation; *Remedial Programs; School Districts; *Student Evaluation; *Summer Programs; *Summer Schools
IDENTIFIERS- *Austin Independent School District TX

The Austin (TX) Independent School District presents its second report to the Texas Education Agency concerning the Summer School Pilot 1983. It contains a final report summary, a teacher checklist, and an observation followup. The report summary includes the following major findings: (1) retainees who attended summer school and those who did not were rated about the same in reading and math skills and behavior by the fall teachers utilizing a checklist. (2) Project staff had a very favorable view of the summer school program, especially: mastery and supplemental materials, preplanning and inservice programs, smaller campus and class size, support services, and reinforcers used. A change in the eligibility requirement has been approved for next year to allow the program to serve some low achievers who will not be retained. (3) Additional analyses on first-grade observations reveal that, compared to overall instructional time, less time was spent on both instruction in the library and on the first day of class, and there seemed to be little difference in instructional time based on staggered or unstaggered schedules. An instrument description, and details of the purpose, procedures, and results of the teacher checklist and observation followup are included. (PN)

ED 237 574 TM 830 839

Moore, JoAnne E.
Assessing Time-On-Task: Measurement Problems and Solutions.
Detroit Public Schools, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 20 Oct 83
CONTRACT- 400-81-0037
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Classroom Observation Techniques; *Data Collection; Elementary Education; Evaluation Methods; Feedback; *Research Methodology; Teacher Behavior; Teacher Effectiveness; *Teacher Improvement; *Time on Task
IDENTIFIERS- Detroit Public Schools MI

Collecting time on-task data is necessary in order to research methods for increasing student time-on-task and to provide feedback to teachers on what teaching behaviors produce high levels of on-task behaviors in students. A student and a teacher behavior data collection instrument developed for research in the area of academic learning time is presented, along with information on training persons to use these instruments and suggestions for their application in various settings. (Author/PN)

ED 237 590 UD 023 192

Mohr, Paul B., Sr.; And Others
A Report on Basic Skills Training.
Norfolk State Univ., VA.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Basic Skills; *College Faculty; *College Students; Higher Education; Language Skills; Mathematics; Questionnaires; Reading Skills; *Skill Development; Surveys; *Teacher Attitudes; Training; Writing Skills
IDENTIFIERS- *Norfolk State University VA

This report on basic skills training at Norfolk State University (Virginia) profiles current activities and ascertains the perceptions of the faculty in order to develop general guidelines that might be useful for continued planning. Data from 107 questionnaires completed by Norfolk faculty show that they regard basic skills as critical for students in all programs and are aware of university efforts to focus attention on the development of basic skills. The quality of teaching related to basic skills training is seen as being mediocre and in need of considerable improvement. Faculty members see a large number of variables as critical to skills training, but highlight the need for more student involvement in planning and implementation. According to the faculty, students are offered opportunities to engage in activities that directly pertain to the four basic skill areas (reading, speaking, writing, and computation), but a clearer picture of the exact nature of student work in these areas is needed. Finally, the faculty does report giving direct feedback to students, but more information is needed about the frequency of such feedback before it can be determined whether students with basic deficits are getting the substantial amounts of feedback they need. (CMG)

ED 237 177 JC 830 842

Jefferson Community College...May I Help You?

Jefferson Community Coll., Louisville, Ky.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Community Colleges; Employee Responsibility; Guidelines; Pamphlets; *Staff Orientation; Telephone Communications Systems; *Telephone Usage Instruction; Two Year Colleges

IDENTIFIERS- PF Project; *Telephone Courtesy

Practical suggestions for telephone procedures and courtesy and for helping staff to provide prompt, accurate information to callers are offered in this pamphlet. The suggestions, developed by classified staff of Jefferson Community College (Kentucky) through a small-group process, are divided into four categories: (1) general responsibilities for the institution and all staff members (four suggestions); (2) switchboard responsibilities for full-time and temporary operators (nine suggestions); (3) department/division responsibilities for unit heads and secretaries (19 suggestions); and (4) faculty and administrative staff responsibilities (nine suggestions). (DC)

ED 237 237 PS 013 993

Stern, Linda S.; And Others
Children of Depressed Mothers: Epidemiological and Social Class Differences.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; *Depression (Psychology); Lower Class Parents; Middle Class Parents; *Mothers; *Psychopathology; *Social Differences; Whites; *Young Children
IDENTIFIERS- *Psychological Influences

A prospective study in the area of developmental psychopathology and depression was conducted to determine whether an additive pathological effect upon offspring existed when psychosocial disadvantage and maternal depression were combined. Differences in psychiatric epidemiology and psychological outcome were investigated in 27 children of latency age (6.7 years). Children (12 boys and 15 girls) of normal white middle class mothers were compared with children of depressed mothers from white middle class and black lower class populations. Subjects were recruited from the Washington, D.C., area and evaluated at the Laboratory of Developmental Psychology. Mothers were divided into three comparison groups differentiated on the basis of race, socioeconomic status, and diagnostic status. Results indicated that the prevalence of child psychiatric disorder among the black lower class population was more than double that of the other two groups. Childhood depressive diagnoses were specific to the black lower class group, and aggression was found to be the most significant predictor of a child's having a depressed mother. Findings are discussed in terms of a developmental typology of childhood depression and nosological distinctions within the depressive diagnosis. (Author/BJD)

ED 237 252 RC 014 114

Zetler, Alan G.; Lahren, S. L.
Teacher Education for Rural Schools: The Western Montana College Model.
Western Montana Coll., Dillon.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Anthropology; Education Courses; Ethnography; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Program Descriptions; *Rural Environment; *Rural Schools; Student Experience; *Teacher Education Programs
IDENTIFIERS- Montana; PF Project; United States (Intermountain West); United States (Mountain Plains)

A program using cultural anthropology and ethnographic techniques to prepare teachers for positions in the small elementary and secondary schools characteristic of the mountain west and high plains is presented. As part of this program, a freshman level education requirement introduces students to the special character and positive aspects of rural teaching. This is followed by a sequentially structured series of sophomore field experiences which require students to use applied anthropology skills to observe and record information on rural communities and schools. After the field experience, a joint decision by the student and faculty is made as to whether to pursue rural teaching. Students selecting this option are assigned a rural advisor and exposed to additional rural environments during their final two years of training. In addition, students may elect to take courses in rural teaching methodology and rural community adjustment. The Montana Rural Education Center, a service arm of Western Montana College, offers inservice training, resource acquisition, legal counseling, and a variety of other services to rural teachers. An anthropologist on the department of education staff acts as a program development observer. (LP)

Migrant Education.

Harvard Univ., Cambridge, Mass. Center for Law and Education.
SPONS. AGENCY- Legal Services Corp., Washington, D.C.
PUB DATE- Jun 76
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)
DESCRIPTIONS- *Academic Achievement; *Child Labor; Child Welfare; Curriculum; Educational Finance; Educational Opportunities; Elementary Secondary Education; *Equal Education; Farm Labor; Federal Programs; *Labor Legislation; *Migrant Education; *Migrant Programs; Program Administration; Program Design; Staff Utilization; Teacher Qualifications
IDENTIFIERS- *ESEA Title I Migrant Programs; Texas

Three articles describe the lifestyle of the children of migrant agricultural workers. First, Jose A. Cardenas provides an overview of education for migrant children. He notes academic performance deviations and underachievement resulting from their educational programs. Cardenas describes poor staffing, frequent segregation, curricula incompatible with migrant life, and the dysfunctional response of the educational system to the problem of migrant education. Second, Mark Masurofsky reports on migrant programs under Title I of the Elementary and Secondary Education Act. He outlines basic legal requirements including eligibility for migrant children only, funding to coordinate state and district migrant programs, and programs coordinated with migrant programs under Title III B of the Economic Opportunity Act. Masurofsky also discusses three persistent problems: failure to identify and serve migrant children, failure to design adequate and lawful educational programs, and failure of adequate administration of Title I migrant programs. Third, Cassandra Stockburger discusses laws governing child labor in agriculture. She explores the connection between the legislation and its enforcement and the limited educational opportunities of migrant children which result from a high dropout rate and gaps in age/grade equivalencies despite expressed parental support. Finally, she discusses opposing viewpoints about child labor. A final section provides commentary on corporal punishment, sex discrimination, bilingual/bicultural education, and disciplinary exclusion. (SB)

ED 237 295 RC 014 473

Barker, Bruce O.; Muse, Ivan D.
A Research Report of Small/Rural School Districts in Nebraska Compared to School Districts of Similiar Size Nationwide.
PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Academic Achievement; Administrators; Comparative Analysis; Courses; *Curriculum; Declining Enrollment; Educational Finance; Elementary Secondary Education; Extracurricular Activities; Profiles; Rural Schools; *School Districts; School Size; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries
IDENTIFIERS- *Nebraska

Information on 44 small/rural K-12 Nebraska school districts (900 students or fewer) is compared to data from 642 similar districts nationwide, using material gathered during 1982-83. Of the nation's 15,601 public school districts, 4,125 (26.4%) were identified as qualifying for the survey; 76.4% (249 districts, enrolling 76,516 students) of Nebraska's 334 districts qualified. A questionnaire mailed to superintendents of 50 randomly-selected Nebraska districts and 816 randomly-selected districts nationwide achieved respective response rates of 88% and 78.7%. A 3-page table compares Nebraska and national data in sections on the district, superintendent, teachers, student performance, and school programs. For example, student performance is compared in terms of mean numbers of graduating seniors (Nebraska: 29, national: 34.5); percent of graduating seniors recognized as National Merit Exam finalists (0.7%, 1%); percent of graduating seniors achieving scores of 25 or above on the American College Test (10%, 7.5%); percent of graduating seniors achieving scores of 1100 or above on the Scholastic Aptitude Test (1.8%, 2.6%); percent of graduating seniors going on to college (40.6%, 38.6%); and percent of graduating seniors going to technical school (22.8%, 14.1%). (MH)

ED 237 309 SE 041 715

Field Trip to a Rocky Shore.
Maine Univ., Orono. Cooperative Extension Service.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Environmental Education; *Field Instruction; *Field Trips; Learning Activities; *Marine Biology
IDENTIFIERS- Coastal Zones; *Maine; PF Project

Field trip activities designed for use on Maine's coast are provided, with brief definitions of the major physical zones to be found in this area. An introduction to the study of zonation of plants and animals living on the rocky shore is presented along with a list of the materials needed and the procedures to be followed when making a study of the coast. A matrix shows the different organisms and their means of wave survival, protection from drying, and method of feeding in the Irish Moss Zone and Rockweed Zone. Data sheets are provided for the purpose of listing the plants and animals found, their approximate numbers, their type of environment, and their survival tactics in that environment. (JW)

ED 237 325 SE 043 409

Champagne, Audrey B.; And Others
Cognitive Research and the Design of Science Instruction.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTIONS- Cognitive Processes; *College Science; Higher Education; *Instructional Design; *Mechanics (Physics); Physics; *Problem Solving; *Schemata (Cognition); Science Education; *Science Instruction
IDENTIFIERS- *Science Education Research

Physics learning studies demonstrate that students' pre-instructional world knowledge is often logically antagonistic to the principles of Newtonian mechanics taught in introductory physics courses. Under these conditions psychological theory predicts that learning will be inhibited, a prediction consistent with both the experiences of physics teachers and the results of empirical investigation. Informed by cognitive research on problem solving, semantic memory, and knowledge acquisition, instruction has been designed to encourage the reconciliation of world knowledge and physics content among beginning physics students. These instructional objectives and strategies for mechanics instruction are derived from the analysis of the cognitive states of uninstructed students, novices, and experts, groups who differ with respect to: (1) the quantity and extent of formal mechanics instruction; (2) experiences in solving mechanics problems; and (3) the extent of their verbal interactions about mechanics. Illustrative procedures which employ the strategies (also useful for other subject-matter domains) are included. (Author/JN)

ED 237 340 SE 043 551

Tsang, Sau-Lim
Mathematics Learning Styles of Chinese Immigrant Students. Final Research Report.
ARC Associates, Inc. Oakland, CA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 May 83
CONTRACT- 400-81-0026
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Algebra; Bilingual Students; Case Studies; Cognitive Development; Cognitive Processes; *Cognitive Style; *Cultural Influences; Heuristics; Immigrants; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Problem Solving; *Secondary School Mathematics; Student Characteristics; Teacher Characteristics; Textbooks
IDENTIFIERS- *Mathematics Education Research

Major revision in the U.S. mathematics curriculum since the 1960s have led to significant differences between the mathematics curriculum of the United States and those of many other countries. This study explored how eight Chinese immigrant students, with different cultural backgrounds, mathematics knowledge, and learning styles, learned in an Algebra I course. Three research questions were addressed: (1) How did students learn from the teachers and textbook? (2) What were the students' understandings of the algebraic concepts introduced in the class? (3) How did the mathematics they acquired in their home country affect their learning of the U.S. mathematics curriculum? A multiple-case study method was employed which permitted an examination of results across a number of cases (individual students) and generalization of findings. Data were collected by classroom observations, teacher/student interviews, testing, clinical studies of students' heuristic processes in problem-solving, and by other methods. Results are reported and discussed under the following categories: teachers (indicating how teachers can affect curriculum), text, student characteristics, the word association test, the sorting test, understanding versus rules, effect of pre-U.S. mathematics learning, problem-solving characteristics, and graph comprehension. Recommendations related to teacher education, mathematics texts, problem solving, and teaching immigrant students are included. (Author/JN)

ED 237 354 SE 043 567

Mathematics. High School Curriculum Objectives.

Boston Public Schools, Mass.

PUB DATE- 83
AVAILABLE FROM- Instructional Services, Boston Public Schools, 26 Court Street, Boston, MA 02108.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Algebra; *Calculus; *Educational Objectives; *Geometry; High Schools; Mathematics; Mathematics Curriculum; Mathematics Education; *Secondary School Mathematics; *Trigonometry
IDENTIFIERS- *Massachusetts (Boston)

This document lists mathematics objectives for Boston high school students. All objectives are presented in two columns. The left-hand column states each objective in general terms and gives an idea of its scope. The right-hand column gives a specific example of what students should be able to do when the objective is achieved. Objectives are provided for: (1) basic mathematics/level six; (2) general mathematics/level seven; (3) pre-algebra (algebra I prerequisites); (4) algebra I; (5) geometry; (6) algebra II; (7) trigonometry; (8) advanced mathematics; and (9) differential and integral calculus. Each part begins with introductory comments and includes a list of the areas/sections into which the objectives are divided. For example, objectives for basic mathematics/level six (designed for students who enter high school without having passed the Massachusetts Basic Skills test in mathematics) are divided into: numbers/numeration; computation; fractions; decimals/percents; measurement; geometry; estimating, graphs, and other areas; and basic mathematics and careers. The document also includes an introductory section (discussing how objectives were developed, course sequence, placing students in sequence, issues raised by the objectives, and others areas) and a list of 16 goals.(JN)

ED 237 370 SO 014 755

Lang, Marvel; Smith, James C.
Social Status and the Differential Impacts of Increasing Energy Costs on Families in Mississippi. Final Report.
Jackson State Univ., MS. Research Inst. for Socio-Technical Problems.
SPONS. AGENCY- Department of Energy, Washington, DC. Office of Minority Economic Impact.
PUB DATE- Nov 82
CONTRACT- DE-FG01-81AD11258
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Costs; Demography; Disadvantaged; *Energy; Energy Conservation; Females; Housing Deficiencies; Housing Needs; Older Adults; Public Policy; Racial Differences; Social Science Research; *Social Status; *Socioeconomic Influences
IDENTIFIERS- *Mississippi

Research was undertaken to determine how differences in social status among various segments of the population in Mississippi contribute to differences in household energy costs and how socioeconomic differences coupled with social status have impact on energy consumption behavior. Two samples of the state's population were used for comparative analysis. One sample of female and elderly headed households was compared with a sample that represented the larger population of Mississippi which was stratified to be representative of the population on race, income, rural, and urban residency. Personal survey interviews were conducted with the heads of households. The questionnaire covered 11 major items concerning how the energy shortage had impact on families in general. Analyses showed that impacts of energy costs are comparable for families in different socioeconomic strata. Findings included the following: households in Mississippi, regardless of their social status or socioeconomic conditions, have adjusted their energy consumption and expenditures in accordance to what they can afford rather than in accordance with any specific energy policies or in response to any specific energy conservation programs; the type and quality of housing consistently appeared as a major factor that affects energy costs for families in both samples. National policies are needed that would require energy efficiency standards for housing. Another finding that lends itself to public policy implications is the increased energy efficiency resulting from the numbers and kinds of energy using features in households. Only a small percentage of each sample had used conservation measures (e.g., turned off lights, closed off unused rooms). Appendices include the survey questionnaire and tables of needed sample respondents. (RM)

ED 237 461 SP 022 606

Edmonds, Ronald R.
The Context of Teaching and Learning: School Effects and Teacher Effects.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Beginning Teachers; Classroom Research; Disadvantaged Youth; *Educational Testing; Expectation; Higher Education; Preservice Teacher Education; *School Effectiveness; *Teacher Attitudes; Teacher Education Programs; *Teacher Effectiveness; Teacher Response

This paper discusses the implications of research on effective schools and classrooms for teacher training programs. References to research focus on studies of schools and classrooms in which nearly all students demonstrated at least minimum mastery on standardized achievement tests of mathematics and reading. At issue are the questions of whether there are important pedagogical lessons to be learned from the descriptions and analyses of effective schools and classrooms, and whether these lessons have implications for the design of teacher training programs. The author attempts to explicate important elements of teacher training that ought to reflect lessons learned from research. More specifically, three contextual aspects (intellectual, psychometric, and organizational) of what is regarded by the author as essential knowledge for beginning educators are discussed. (JMK)

ED 237 507 SP 023 440

Burden, Paul R.
Classroom Management Guidelines for Teacher Education.
PUB DATE- 7 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Behavior Problems; Classroom Environment; *Classroom Techniques; *Course Content; Delivery Systems; *Discipline Problems; Education Majors; Higher Education; Preservice Teacher Education; *Student Behavior; Student Needs; *Teacher Behavior; *Teacher Education Curriculum; Teacher Effectiveness

Historically, preservice teacher education programs have not provided their students, in a systematic manner, with knowledge, methods, or practice to produce effective classroom management. A systematic approach to classroom management is recommended that would deal with advance planning and preparation before the school year, and the establishment of procedures and routines that would be maintained throughout the year. Emphasis would be on well chosen and prepared academic activities which would focus students' attention and engagement. A detailed outline is given in this paper of a preservice teacher education course, offered prior to student teaching, and specifically designed to provide students with a comprehensive, skill-oriented approach to discipline. The following classroom management topics are covered in the course: (1) a continuum of approaches to classroom management and discipline; (2) understanding students' personal and academic needs; (3) clarifying teachers' beliefs, values, and goals; (4) management of instruction; (5) managing records; and (6) planning for the first days of school. (JD)

ED 237 523 TM 830 648

Ray, John J.
Self-Report Measures of Achievement Motivation: A Catalog.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Achievement Need; Forced Choice Technique; *Measurement Techniques; *Rating Scales; *Student Motivation; Test Reliability; Test Validity
IDENTIFIERS- Likert Scales; Self Report Measures

Projective measurement of achievement motivation can be achieved by using a large number of scales quite suitable for this purpose and related concepts. This paper is a guide to the literature on measuring achievement motivation rather than a detailed review of each scale. The author introduces his scale which he feels is unique because it addresses general population norms. (HFG)

ED 237 540 TM 830 802

Young, Patricia; Jones, Paul L.
A Comparison of Cognitive and Affective Instruction on Coping Ability Toward Death.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Affective Objectives; Analysis of Variance; *Cognitive Objectives; *Death; Higher Education; Pretests Posttests; *Teaching Methods
IDENTIFIERS- Coping with Death Scale; Likert Scales

The purpose of this study was to investigate the effectiveness of two death education seminars to create in the participants a better capacity to prepare for their own death and to cope with the death of others. An affective death education seminar was presented to 28 health education students, and a cognitive death education seminar was presented to 30 health education students. The Coping with Death Scale was used to measure four factors: Relating to Others about Death, Preparedness for One's Death, Coping with Personal Losses, and Knowledge of Funeral Arrangements. The affective seminar, with emphasized feelings, values, and probing discussions, did not produce significant differences on Relating to Others about Death, Preparedness for One's Death, and Coping with Personal Losses. The cognitive seminar demonstrated that factual information can be used to produce an improvement in the coping ability of individuals to make funeral arrangements. (BW)

ED 237 194 PS 013 883

Van Oudenhoven, Nico
Act Locally; Think Globally: Some Comments on Pro-Social Behaviour, Information Processing and Development Education. Development Education Paper No. 24.
United Nations Children's Fund, New York, N.Y.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Elementary School Students; Elementary Secondary Education; *Experiential Learning; *High School Students; Locus of Control; *Prosocial Behavior; Self Concept; *Teaching Methods
IDENTIFIERS- *Caring; *Development Education; UNICEF

Many children who live in information-rich and eventful situations seem to know and to care relatively little about what is going on around them. Stimulating prosocial behavior and getting children involved in actual caring activities in their own environments may enhance children's interest in others, make them more open to relevant information, and thus form essential components of development education practice. Prosocial behavior is vital in the acquisition of a global outlook. Understanding of the education processes that lead to the growth of prosocial behavior is crucial for a correct development education approach. The traditional approach to counter children's perceived ignorance is to increase the level of information presented to them. Research findings suggest that this approach is often not effective and may even be counterproductive. Children become active information seekers and selectors when they can relate information to personally experienced events. It is the task of development educators to get their pupils involved in "human" or "development" issues (such as the elderly, minorities, pollution) in their own environment and to show how these issues relate to conditions in other countries, especially to those conditions affecting underserved children. Children enjoying this sort of education will probably evince a positive interest and also have a deeper understanding of what affects their own lives and those of others. (Author)

ED 237 209 PS 013 956

Tapp, Elizabeth; Downs, A. Chris
"Don't Act Ugly!": Parents' Attractiveness-Based Judgments of Preschool Children.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Attribution Theory; *Children; Comparative Analysis; *Interpersonal Attraction; *Parent Attitudes; Photographs; Rating Scales; *Sex Differences
IDENTIFIERS- *Physical Attractiveness

Parents' reactions to the attractiveness of children and the influence of children's gender on parents' reactions were investigated. It was expected that, when rating attractive children, parents would give higher evaluations and have greater expectations than when rating unattractive children. It was further expected that parents would exhibit gender-based differences in their evaluations. Participating were 20 male and 33 female parents of preschool and elementary school children. A supplemental group of 38 male and 37 female nonparent adults was included for comparison purposes. Each participant read four short dialogues to which a color photograph of a preschool child was attached. Dialogues depicted children engaged in high or low rates of activity, friendliness, independence, aggression, and honesty. The photographs depicted equal numbers of male and female children with no obvious disfigurements; in addition, none of the children wore glasses. Subjects were asked to rate each child according to a 36-item attribution questionnaire that included nine items assessing raters' expectations of the child's future success. Analyses of variance yielded numerous results. Overall, findings provided evidence that some differential attributions were made of attractive and unattractive preschoolers. This was especially so when children were depicted as acting cooperatively and in a nonaggressive, friendly manner; when children were depicted as dishonest, cruel, or antisocial, attractiveness was less important. (RH)

ED 237 267 RC 014 427

Gilliland, Hap
Test of Individual Needs in Reading. Teacher's Manual and John Bidwell and the Trail to California. Test.
Montana Council for Indian Education, Billings.
PUB DATE- 76
AVAILABLE FROM- Montana Council for Indian Education, 517 Rimrock Road, Billings, MT 59102 ($1.50 Manual and $.35 Test).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adult Reading Programs; Elementary Secondary Education; *Reading Achievement; *Reading Comprehension; *Reading Diagnosis; *Reading Materials; Reading Skills; *Reading Tests; Remedial Reading; Scores; Testing; Test Manuals; Test Reliability; Test Validity; *Vocabulary Skills
IDENTIFIERS- *Test of Individual Needs in Reading

The diagnostic test combines an individual reading inventory, a reading comprehension test, and a work analysis test to determine and verify the basic reading level of students, locate individual reading problems, compare reading comprehension to vocabulary level, and locate deficiencies in phonetic and structural analysis skills. For use in remedial reading or regular classrooms with kindergarten to adult students whose reading levels are between primer and seventh grade, the test provides interesting materials, simple and exact error recording, carefully chosen vocabulary, and easy and flexible test administration. The validity and reliability of the test have been assured through construct validity, correlation of test results with results of other tests and teacher judgement, and comparison of scores on different test sections. The manual includes complete and condensed instructions for test administration and scoring plus variations in testing procedures for large and small groups and for team testing. A sample student profile is also included. The test booklet includes the three tests based on a story about John Bidwell, who went to California by wagon train in the nineteenth century. Also included are brief instructions for administration and scoring, an examiner's copy of the word analysis test, and scoring charts. (SB)

ED 237 477 SP 023 294

Sachsenmeier, Peter
Basic Training Course in Systematic Curriculum Development. Course Two: Introduction to Methods and Processes of Curriculum Development and Evaluation.
African Curriculum Organisation.

SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Course Objectives; *Curriculum Development; Curriculum Evaluation; Developing Nations; Educational Needs; Educational Objectives; *Evaluation Methods; Foreign Countries; Higher Education; *Instructional Development; Learning Strategies; Programed Instruction; *Relevance (Education); Teacher Education
IDENTIFIERS- *Africa

This training course module on curriculum development is divided into five units: (1) basic curriculum questions; (2) formulation of educational objectives; (3) translating national goals into educational programs; (4) determination of learning needs; and (5) the organization of areas of knowledge in the curriculum. For each unit the learning objectives are set forth and a complete outline of the unit is given prior to the presentation of the academic information to be mastered in the unit. Required and recommended readings are listed, and self-tests follow each conceptual segment contained in the unit. A comprehensive bibliography is included. (JD)

ED 237 575 TM 830 840

Plake, Barbara S.; And Others
Confirmatory Factor Analysis of the WAIS-R: Plausibility of Models.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Factor Analysis; *Factor Structure; *Goodness of Fit; *Intelligence Tests; *Mathematical Models; Research Methodology; Scoring; Standardized Tests; *Test Interpretation
IDENTIFIERS- *Confirmatory Factor Analysis; Iterative Methods; *Wechsler Adult Intelligence Scale (Revised)

A confirmatory factor analysis was used to determine the respective viability of factor structure models for the Wechsler Adult Intelligence Scale-Revised (WAIS-R) standardization data. The traditional verbal-performance split was compared to an alternative model proposed by Gutkin, Reynolds and Galvin. The confirmatory analysis indicated that the Gutkin model provides a superior fit to the data at all age levels and for the total samples. In addition, the results from Gutkin model analyses at each age level were iterative, yielding a refinement in the respective age specific fits of the model. Clinicians should take this finding into account when scoring WAIS-R results. (Author)

ED 237 591 UD 023 194

Fliegel, Frederick C.; Sofranko, Andrew J.
A Research Note on Nonmetropolitan Increase, the Attractiveness of Rural Living, and Race.
SPONS. AGENCY- Illinois Univ., Urbana. Agricultural Experiment Station.; North Central Regional Center for Rural Development, Ames, Iowa.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Migration Patterns; *Motivation; *Population Trends; *Quality of Life; Racial Attitudes; *Racial Bias; Racial Composition; *Urban to Rural Migration; *Whites

The relationship between the recent population growth in nonmetropolitan areas and race is analyzed in this paper. Despite several years of research on numerous aspects of the population turnaround, little is known about the role of aversion to particular racial groups in the shift, the degree to which many of the quality-of-life decisions given for moving contain racial overtones, or the involvement of blacks in the new migration. Examination of the racial composition of population growth in 75 Midwestern counties that have experienced substantial urban-to-rural migration shows that the immigrant stream is predominantly white. Analysis of the reasons for moving given by a sample of these urban-to-rural migrants clearly points to the importance of non-economic motivations that can be interpreted as having racial overtones. Such issues as "busing," "urban crime," and "undesirable conditions in the city" may well be code words masking direct expressions of racial views. The paper ends by suggesting some means of exploring the hypothesis that racially-motivated aversion is implicated in the new migration to rural areas. (CMG)

ED 237 385 SO 015 071

Secondary Art Guide 8-12: Curriculum Guide and Content Resources.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

REPORT NO.- ISBN-0-7719-9248-3
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Activities; *Art Education; Ceramics; Course Objectives; Curriculum Development; Curriculum Guides; Difficulty Level; Graphic Arts; High Schools; Painting (Visual Arts); Resource Materials; Sculpture; Secondary School Curriculum; Teaching Methods; *Visual Arts
IDENTIFIERS- Drawing; Textiles

Arranged into two major parts, the guide offers practical and motivating techniques for teaching secondary art. The first section, a brief curriculum guide, presents a rationale, program goals, learning outcomes, program scope and sequence, course list, and evaluation information. The largest part of the document is a resource guide providing resources, suggestions, activities, and approaches for achieving learning outcomes at all levels of development (foundation, basic, advanced) and in all degrees of visual expression. All of the approaches are organized around six learning outcomes for secondary art programs; imagery; the elements and principles of design; historical and contemporary developments; reasoned criticism; the applications of materials, tools, equipment, and processes of art to the visual expression area; and vocabulary. Topics include art foundations; ceramic art; image, technique, and material in drawing and painting; traditional and contemporary practices in the graphic arts; sculptural art; and textiles and the cultural tradition. The chapters have been organized so that readers can combine resources from any content area for use in planning lesson units. (LH)

ED 237 400 SO 015 113

Brand, Manny
Characteristics of Effective Music Teachers.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Applied Music; Elementary Secondary Education; *Music Education; *Music Teachers; *Music Techniques; Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; Teacher Improvement

Six attributes of the successful music teacher are identified on the basis of research and personal experience. These are enthusiasm; warmth and personal interest; a rehearsal technique combining clarity, brevity, fast pace, and variety; a balance of praise and meaningful criticism; a discipline technique focusing on communication; and the desire to improve and learn. By adopting these characteristics, music teachers will not only increase their own professional skill, but also improve the musical learning of their students. (LP)

ED 237 415 SO 015 171

Basic Skills: Basic Goals and a Course of Study in Citizenship - The Other Three R's.

Arizona State Dept. of Education, Phoenix.

SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Basic Skills; Citizen Participation; Citizen Role; Citizenship; *Citizenship Education; Citizenship Responsibility; *Curriculum Development; Decision Making Skills; Definitions; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Self Concept; Sequential Approach; *Skill Development; State History; United States History

This scope and sequence is intended to provide direction for Arizona's schools in developing citizenship education programs. The first part of the publication discusses the state's philosophy of citizenship education. Citizenship in its broadest definition is membership in a group; it is a condition of belonging. For citizenship to be observable or identifiable, it must be manifested in some form of action or behavior. These two aspects, belongingness and action, provide the bases for Arizona's citizenship education model. The goals of citizenship education, discussed in the second section, are to help the student: (1) understand self in relation to others, (2) understand the ways people organize and adapt, (3) understand the development of Arizona and the United States, and (4) apply knowledge in making rational civic decisions. The third section, which comprises over half of the publication, contains scope and sequence charts indicating the level--primary, intermediate, junior high, senior high--at which particular citizenship skills are emphasized. The publication concludes with a brief discussion of how to evaluate students' effectiveness as citizens. (RM)

ED 237 445 SP 022 505

Arts and Crafts, Ideas Compiled from Nine Issues of Instructor Magazine, August 1982 through May 1983.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTIONS- *Art Activities; Art Materials; *Art Products; Creative Activities; Elementary Education; Guidelines; *Handicrafts; Painting (Visual Arts)
IDENTIFIERS- Inexpensive Materials; PF Project

Approximately 40 arts and crafts activity ideas are compiled for use by teachers of the primary and elementary grades. The materials used in these activities are inexpensive and easily found. The activities are short and not difficult for students at any grade level. Art ideas are included for Halloween, Easter, Columbus Day, Thanksgiving, and St. Patrick's Day. Other activities include making calico cottages, foam friends, soft sculpture, silly seashells, family trees, bookmarks, banners, pillows, mobiles, paperweights, and puppets. Materials used for the various activities include fabric, crayons, paints, boxes, beads, nuts, coat hangers, popsicle sticks, buttons, yarn, and tissue paper. (EM)

ED 237 493 SP 023 322

Smith, Edward L.
Teaching for Conceptual Change: Some Ways of Going Wrong. Final Report.
SPONS. AGENCY- Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
GRANT- NIE-G-81-0094
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; Cognitive Development; Cognitive Processes; *Concept Formation; Elementary Education; Elementary School Students; Elementary School Teachers; Grade 5; Instructional Development; *Prior Learning; Program Evaluation; Science Instruction; *Scientific Concepts; *Student Attitudes; Student Development; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Conceptual Change Theory of Knowledge; *Instructional Effectiveness; Misconceptions

Research has established that students generally possess conceptions relevant to curricular topics before they begin to study them and that these preconceptions often persist despite instruction on scientific theories which contradict them. Discrepancies between students' post instruction conceptions and the scientific theories as taught often represent important failures of instruction. The existence and persistence of students' preconceptions implies that learning involves not only the acquisition or formation of new concepts, but also modification of existing concepts or their replacement with appropriate alternatives, i.e., conceptual change. Reported are study results that analyzed changes in fifth-grade students' conceptions that did (and did not) occur as they experienced instruction designed to change their conceptions of how green plants get their food. It is noted that the instruction was based on chapters 3-6 of the Rand McNally SCIIS "Communities" unit. The strategy for the instruction sequence of the "Communities" unit is outlined in detail and a discussion of four ways (empirical ambiguity; ambiguity in discourse; attacking the wrong preconception; and loose framing of important issues) in which teaching for conceptual change can go wrong is presented. Implications for analysis and interpretation of empirical studies of conceptual change are also discussed. (JMK)

Davis, Walter E.
Testing Students for Chapter 1 Eligibility: ECIA Chapter 1.
Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISR-ORE-83.03
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Educational Legislation; Elementary Education; *Eligibility; School Districts; Scores; *Screening Tests; *Special Education; Standardized Tests; *Testing; Test Results
IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 1; Ranking

This document summarizes the criteria for Chapter 1 eligibility, discusses a step-by-step selection procedure, used in the Austin Independent School District, explains the laws and regulations concerning how students are to be selected, emphasizes that special testing should be administered to students whose scores are clearly discrepant from classroom performance and includes a table for selecting the proper test, provides commonly asked questions and answers, and displays a flowchart summarizing selection procedures. The appendices include directions for administering the Test of Basic Experiences and the California Achievement Test, as well as a supplementary test score record. (PN)

ED 237 558 TM 830 822

O'Neal, Marcia R.; And Others
The Use of the Syntactic Density Score as an Evaluative Criterion Measure.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Programs; *Evaluation Methods; Measurement Techniques; Pretests Posttests; Program Evaluation; Secondary Education; *Writing Evaluation; Writing Skills
IDENTIFIERS- *Syntactic Density; Syntactic Maturity; T Units

A difficulty associated with the use of Golub and Frederick's syntactic density score was the time required in hand tabulation. This drawback was resolved with the development by Kidder of a computer program which calculates a syntactic density score for writing samples. The purpose of this study was to examine the sensitivity of the Syntactic Density computer program as an instrument for measuring changes in language development among high school students in a writing skills instructional program. Students' pre and post writing samples were edited for spelling and punctuation and then input into the Syntactic Density computer program. Five items from the program's output were selected for analysis: total number of words, total number of T-units, words per T-unit, total score, and syntactic density score. Although significant differences were not found between pre- and post-analyses in most instances, similar results obtained on other measures in the larger study suggest this was likely due to the absence of significant change in students rather than lack of sensitivity on the part of the instrument. (BW)

ED 237 178 JC 830 843

Used Books: 54 Suggestions To Increase Library Use.
Jefferson Community Coll., Louisville, Ky.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Responsibility; Change Strategies; Community Colleges; Guidelines; *Library Instruction; *Library Services; Pamphlets; *Student Motivation; Student Projects; Student Research; Teacher Role; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Library Users; PF Project

Suggestions are offered for faculty, librarians, and administrators to encourage students to make greater use of the library and its resources. The suggestions, developed by faculty and staff of Jefferson Community College (Kentucky) through a cooperative small-group process, are divided into five categories: (1) ways in which faculty can increase students' awareness of the library as a source of knowledge, information, and services (nine suggestions); (2) faculty-initiated activities which lead to student use of the library (12 suggestions); (3) variations on student library assignments (13 suggestions); (4) projects which can be undertaken by library personnel (14 suggestions); and (5) administrative responsibilities (six suggestions). (DC)

ED 237 223 PS 013 975

Comparative Licensing Study: Profiles of State Day Care Licensing Requirements. Group Day Care Homes and Summary Tables. Volume 6. Revised Edition 1981.

Johnson (Lawrence) and Associates, Inc., Washington, D.C.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Nov 82

LANGUAGE- English

EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Activities; *Certification; Child Caregivers; Comparative Analysis; *Day Care Centers; Disabilities; Early Childhood Education; Facility Requirements; *Federal Regulation; Food Service; Health; *Local Legislation; National Surveys; Nutrition; Parent Participation; Professional Personnel; Safety; *State Legislation; Student Teacher Ratio; Tables (Data)

IDENTIFIERS- Guam; United States; Virgin Islands

Updating the Administration for Children, Youth and Families' 1978 "Comparative Licensing Study," a study was conducted to provide a common framework for assessing state activities in critical child care licensing areas and to record the status of child care licensing as of March 1981 in the 50 states, the District of Columbia, Guam, Puerto Rico, and the Virgin Islands. The updated, six-volume comparative licensing study improves the format of the original (e.g., gives greater prominence to group size and infant care) and contains detailed information on state laws and regulations dealing with family child care homes, group child care homes, and day care centers. The format consists of the following categories: (1) state licensing of child day care facilities; (2) licensing process and enforcement procedures; (3) administration; (4) group compositions of children; (5) staff qualifications and training requirements; (6) program of activities, including education; (7) health and safety; (8) nutrition and food services; (9) social services; (10) parent participation; (11) infants and toddlers; (12) children with handicapping conditions; (13) school age children; (14) facility requirements; and (15) other state requirements - compliance with other local, state, and regional laws and regulations. Volume 6 profiles requirements of group day care homes in Connecticut, Delaware, Guam, Michigan, Minnesota, Missouri, Nevada, New Hampshire, Pennsylvania, South Carolina, Texas, Vermont, Virgin Islands, Washington, and Wyoming. Summary tables profiling state day care licensing requirements are provided for family day care homes, day care centers, and group day care homes. In some group home profiles, some categories are not detailed. (RH)

Gelman, Susan A.; Markman, Ellen M.

Natural Kind Terms and Children's Ability to Draw Inferences.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classification; *Language Processing; Logical Thinking; *Preschool Children; Preschool Education; *Visual Perception
IDENTIFIERS- *Categorical Perception; *Inference Skills; Natural Language; Stimulus Similarity

An exploratory study probed the extent to which children rely on category membership to guide their inferences. A total of 60 children, 4 years of age, were shown 20 sets of pictures of various animals, plants, and minerals. Each set consisted of representations of three objects having two salient features: perceptual similarity/dissimilarity and category membership/nonmembership. Given information about a category member (for example, feeding behavior of flamingos) plus information about a category nonmember (feeding behavior of bats), subjects were asked to draw an inference about a category member (for example, a blackbird) that was perceptually similar to the category nonmember (the bat). At least two possible responses existed: inferences based on perceptual similarity (blackbird and bat) or on category membership (flamingo and blackbird). Control conditions were established to ascertain that the information given was unfamiliar to subjects and to demonstrate children's ability to perform when category information was not in conflict with perceptual information. Replicating the experimental condition, a second study asked children to justify their choices. Results showed that the category label had a powerful effect: 68 percent of the time preschool children preferred to draw inferences on the basis of category membership. Children's justifications provided converging evidence that they firmly believed in the importance of category name. No clear-cut item effects due to domain-specific knowledge were found. (RH)

ED 237 253 RC 014 116

McLean, Ross
Go-To-Blazes Day.
Federation of Ontario Hiking Trail Associations, Cambridge.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Bulletins; *Cleaning; Community Programs; Conservation (Environment); Elementary Secondary Education; Program Descriptions; *School Community Relationship; Student Volunteers; *Trails
IDENTIFIERS- Hiking; PF Project

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Last year, the Bruce Trail Association held its first annual Go-To-Blazes Day in which a record number of volunteers gave the 700 kilometres of Trail from Queenston to Tobermory a spring-cleaning. One key section of Trail near Dyer's Bay had been closed for over a year. On this day, over four miles of Trail construction were completed by the Outers' Clubs from Centennial C.V.I., Guelph, and Centre Wellington D.H.S., Fergus. The five miles of Trail to the east of this section were polished by a group of grade 13 environmental studies students from North Toronto Collegiate. Again this year, another Go-To-Blazes Day is being held on May 14th, sponsored by F.O.H.T.A., the Federation of Ontario Hiking Trails Association. Its purpose is twofold: to improve the quality of the hiking trails in the province, and to communicate an outdoors ethic - a respect for the land and a responsibility for caring about its quality. During the preceding week, and especially on Saturday May 14, it is planned to clean up every mile of hiking trail in the province. No major construction projects are contemplated, merely light maintenance chores of touching up blazes, picking up of litter, and the clearing of winter deadfall. It is a job with which any school group - a classroom or a club - could assist. Your students will enjoy the fellowship of working together while assisting in a worthwhile project. I hope that your group might be interested in participating in this year's Go-To-Blazes Day. To get further information or to volunteer your group's services, please call or write: Mr. Ross McLean, Centre Wellington District High School, Fergus, Ontario, N1M 1Y7. Telephone (519) 843-2500. (Author)

ED 237 326 SE 043 410

Greeno, James G.

Conceptual Entities.

Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1983/14
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cognitive Processes; Educational Research; Elementary Secondary Education; *Learning Theories; *Mathematics Education; *Mathematics Instruction; Physics; *Problem Solving; Proof (Mathematics); Statistics
IDENTIFIERS- *Mathematics Education Research

Discussed is one "quite general" attribute that can differentiate problem representations: the kinds of entities that are included -- the cognitive objects that the system can reason about in a relatively direct way, and that are included continuously in the representation. The ontology of a domain is significant for four reasons. First, ontology is a significant factor in forming analogies between domains, described in terms of two examples involving problem-solving procedures between domains: geometric proofs and subtraction procedures. Second, these entities provide arguments on which general reasoning procedures can operate directly; this is explored through physics problems; distance, time, and velocity; and sound transmission. That conceptual entities can enable more efficient computation is presented in terms of monster problems, isomorphic to the Tower of Hanoi problem. Finally, the ontology of a problem domain has important effects on goal definition and planning, illustrated by studies of binomial probability. (MNS)

ED 237 355 SE 043 568

Vivan, V. Eugene; And Others
Solid Waste/Energy Curriculum.
Conservation and Environmental Studies Center, Whitesbog, N.J.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Ecology; Elementary Secondary Education; *Environmental Education; *Learning Activities; *Recycling; Solid Wastes; Units of Study; *Waste Disposal; *Wastes
IDENTIFIERS- Hazardous Materials

Provided are solid waste/energy curriculum materials for grades K-2, 3-4, 5-6, 7-9, and 10-12. Separate folders containing units of study (focusing on trash, litter, and recycling) are provided for kindergarten (four units), grade 1 (two units), and grade 2 (two units). Folders contain teachers' directions and activity cards which include picture coloring, games, and multiple-choice questions for beginning and non-readers. Materials for grades 3-4 consist of three units focusing on people and garbage, recycling and re-use, and "litterly speaking" activities. Each unit consists of teacher-led activity cards. Materials for grades 5-6 consist of six units, each containing five to six student-directed task cards. Topic areas include trash disposal, recycling, energy, costs, and eco-action. Materials for grades 7-9 consist of four units containing five to six task cards. Topic areas include solid waste in history, hazardous wastes, landfills, and recycling. Ten envelope-style, self-explanatory, student-centered activities are provided for grades 10-12. These activities are designed for earth science, science (chemistry, physics, biology), biology, social studies/economics, and art teachers/classes. Teaching briefs (which include instructional strategies, background information, and other materials) are included. (JN)

ED 237 430 SO 015 186

Maxwell, Marilyn; Hamilton, Caryl

Feelings and Friends. GPE Humanities Series.

Global Perspectives in Education, Inc., New York, N.Y.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 80
AVAILABLE FROM- Global Perspectives in Education, Inc., 218 East 18th St., Box 76, New York, NY 10003 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Communication (Thought Transfer); Communication Skills; *Conflict Resolution; *Global Approach; *Humanistic Education; Human Relations; Instructional Materials; Learning Activities; *Perception; Primary Education; *Self Concept; Teaching Guides
IDENTIFIERS- *Emotions

Materials in this teacher handbook utilize the interrelated themes of communication and conflict resolution to develop global awareness among primary grade students. The nine lessons can be divided into 5 categories as follows: lesson 1, development of the child's self-concept; lessons 2-4, development of non-verbal communication skills; lesson 5, application of these skills to an exploration of human likenesses and differences; lesson 6, awareness of perception and misperception; and lessons 7-9, introduction to the concept of conflict as a normal and natural part of life. Within each lesson, areas of study, purpose, objectives, necessary class time, materials, and a variety of activities are described. Handouts, discussion questions, and bibliographies are also provided where

applicable. (LP)

Spaulding, Robert L.
Applications of Low-Inference Observation in Teacher Education.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adjustment (to Environment); Beginning Teachers; Behavior Patterns; Classroom Environment; *Classroom Observation Techniques; Classroom Research; Coping; Higher Education; Individual Differences; *Interaction Process Analysis; *Research Methodology; *Student Behavior; Teacher Behavior; Teacher Education
IDENTIFIERS- *Coping Analysis Schedule for Educational Settings

An overview is presented of classroom observation instruments which have been created and refined since 1962. The components of teacher-pupil transactions measured by different observation methods are listed, and the complexities and difficulties encountered when using the instruments are discussed. A description is given of the Coping Analysis Schedule for Educational Settings (CASES), an instrument developed to observe coping behavior in school settings. Fifteen tables present specific information on CASES scores which measure the classroom variables commonly chosen for measurement by other instruments. This instrument has been adapted to focus on student coping behaviors commonly observed in classrooms and other school environments. Within this special environment, which constrains or sanctions certain behaviors, students may use a limited range of adaptive behaviors. The CASES instrument is designed to characterize the specific adaptive behaviors employed by pupils as they seek to obtain their objectives. A companion instrument to assess teacher behavior (the Spaulding Teacher Activity Recording Schedule), is in the process of development and validation. (JD)

ED 237 508 SP 023 447

Kendall, Frances E.
Diversity in the Classroom: A Multicultural Approach to the Education of Young Children. Early Childhood Education Series.
REPORT NO.- ISBN-0-8077-2740-7
PUB DATE- 83
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, New York, NY 10027 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Child Development; Classroom Environment; Cultural Differences; *Cultural Interrelationships; Cultural Pluralism; Ethnic Groups; Learning Activities; *Multicultural Education; *Preschool Children; *Preschool Curriculum; Preschool Education; Preschool Teachers; Racial Identification; Resource Materials; *Teacher Role

Regardless of the racial or ethnic composition of their classrooms, teachers need to develop a multicultural classroom environment in which they: (1) teach children to respect others' cultures and values; (2) help all children learn to function successfully in a multicultural, multiracial society; (3) develop a positive self-concept in those children who are most affected by racism; (4) help all children experience, in positive ways, both their differences as culturally diverse people and their similarities as human beings; and (5) encourage children to view people of diverse cultures working together as unique parts of a whole community. This book provides theoretical background and practical suggestions for teachers in reaching those goals. Using a developmental framework, the book discusses children's growing racial awareness and their perceptions of other people. A complete resource unit on affirming cultural diversity is outlined and includes a wide range of ideas for activities. Setting up a multicultural classroom environment is discussed in terms of six primary aspects: language arts, social studies, building blocks, dramatic play, music and games, and cooking. In addition, there is an annotated bibliography of multicultural children's books and a checklist to help teachers determine which aspects of their curriculum need more emphasis on cultural diversity. (JMK)

ED 237 541 TM 830 803

Hymel, Glenn M.
Contributions of Mastery Learning to the Science of Teaching.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cognitive Style; Educational Environment; Educational Psychology; *Instructional Design; *Mastery Learning; Student Characteristics; *Teacher Effectiveness; *Teaching Models

Effective teaching is a multifaceted endeavor comprised of process, product, artistic, and scientific aspects. The scientific dimension pertains to that multidisciplinary accumulation of systematic knowledge which makes possible the prediction and control of human behavior as it relates to the events comprising instruction and learning. This paper suggests that any responsible discussion of the science of teaching must give serious consideration to those contributions made by (1) the conceptual, functional, and research dimensions of mastery learning, and (2) those points of merger between mastery learning and instructional psychology known as instructional design, conditions of learning, student learning styles, and models of teaching. (Author)

ED 237 576 TM 830 846

Baker, Linda
Children's Effective Use of Multiple Standards for Evaluating Their Comprehension.
Maryland Univ., Baltimore.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 21 Jul 83
GRANT- NIE-G-81-0100
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; Cognitive Processes; *Cognitive Style; *Comprehension; Elementary Education; *Evaluation Criteria; Prose; *Reading Strategies; *Self Evaluation (Individuals)
IDENTIFIERS- *Comprehension Monitoring; Embedding Transformations

Two experiments examined children's ability to apply three different standards for evaluating their understanding. Five-, seven-, nine-, and eleven-year-old children were presented with short narrative passages within which were embedded three types of problems (nonsense words, internal inconsistencies, and prior knowledge violations), each of which could only be identified if a specific standard of evaluation were used (lexical, internal consistency, and external consistency, respectively). Since the focus of the study was on the effectiveness with which children could apply the standards, rather than on the likelihood that they would spontaneously adopt and then apply them, the subjects were explicitly instructed in advance that their task was to find the "mistakes." Moreover, the subjects were given immediate feedback after each trial and a second opportunity to find any missed problems. Although older children used all three standards more effectively than younger children, overall problem identification was considerably better than that reported in non-instructed settings. The internal consistency standard was applied least effectively, but even the youngest children were able to use it. The results illustrate the need to consider comprehension monitoring skills with respect to specific standards of evaluation, rather than as a unitary phenomenon. (Author)

ED 237 310 SE 041 731

Water Wise: A Water Use Handbook.
Bureau of Reclamation (Dept. of Interior), Washington, D. C.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Class Activities; Conservation (Environment); Elementary Education; Environmental Education; Instructional Materials; Learning Activities; *Water; *Water Resources
IDENTIFIERS- PF Project; United States (West)

This guide for elementary school students deals with the importance of and the uses of water, especially in the western United States. Topics covered include the importance of water as a resource; the need for conservation; water storage through dams and reservoirs; irrigation; the lack of water in the old West; the uses of water for cities and towns, crops, energy, recreation, fish and wildlife; and flood control. Classroom activities are provided for each of the sections on the uses of water as well as for the section on flood control. A test of vocabulary terms and a crossword puzzle are included. (DC)

ED 237 195 PS 013 884

Nesdale, Andrew R., Ed.; And Others
Advances in Child Development: Theory and Research.
SPONS. AGENCY- University of Western Australia, Perth. Dept. of Education.
REPORT NO.- ISBN-0-9594161-0-2

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- Adolescents; *Child Development; *Cognitive Development; *Communication (Thought Transfer); Elementary School Students; Elementary Secondary Education; Foreign Countries; Infant Behavior; Infants; *Language Acquisition; Parents; *Perceptual Development; Preschool Children; Preschool Education; *Social Development
IDENTIFIERS- *Australia; Piagetian Theory

This book consists of 31 papers focusing on aspects of child development. Mainly reports of research, papers are grouped topically into four sections dealing respectively with perceptual, language/communication, cognitive, and social development. Most of the nine papers in section 1 focus on the perceptual development of infants. Topics include visual perception of movement, object concept, Piagetian and Gibsonian theories, mismatched sensory information, looking and listening, bimodal perception, and manipulative skill. Also included are studies of contrast sensitivity among children and adolescents and investigations of touch and vision among preschool children. The eight papers in section 2 report on language and communication skills, mainly among preschool and elementary school children. Discussed are spatial/temporal relationships, reading strategies, dichotic listening, linguistic experience, word segmentation skills, racial and social class influences on verbal information seeking, visual language training, and classroom communication. Specific problems addressed include spelling difficulties, poor reading, delayed language, aphasia, and mental retardation. The seven articles in section 3 explore rationality, metacognition, memory, continuity/discontinuity in cognitive development, and eidetic imagery, as well as line and angle estimation by mentally retarded children and adolescents. The seven papers in section 4 include articles on current issues, parents' beliefs about cognitive development, children's concepts of death, prejudice in childhood, origins of the self, infant crying and maternal responsiveness, and description and explanation in studies of mother/infant interaction. (RH)

ED 237 210 PS 013 957

Hagin, Rosa A.
Early Intervention with Vulnerable Children: Results of a Demonstration Project.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Elementary School Students; Grade 1; Grade 2; *High Risk Students; Intervention; *Learning Disabilities; *Prevention; Primary Education; *Program Effectiveness; Program Evaluation; *Reading Readiness; Sex Differences; Special Education; *Student Promotion

The program entitled Prevention of Learning Disabilities: An Interdisciplinary Model, developed and operated by the Learning Disorders Unit of New York University Medical Center, has three elements: scanning, diagnosis, and intervention. Educational intervention is done primarily by Board of Education teachers and educational assistants under the supervision of the Learning Disorders Unit staff. Children are taught individually or in small groups three to five times each week in sessions lasting 30 minutes. The prescriptive approach employed, designed to build foundation skills necessary for progress in reading, provides directed activities to teach accuracy of perception within single modalities and intermodal skills to relate input of several modalities. Educational plans are implemented with tasks proceeding through three stages of increasing complexity: matching, copying, and recall. Evaluation of the model has indicated that, in contrast with controls, program participants improved in perceptual skills and oral reading, word recognition, phonics skills, and reading comprehension. The effectiveness of intervention has been demonstrated in a nonpromotion rate for participants of 5 percent or less. Followup data has enabled examination of additional issues, including (1) implications of early cognitive intervention on pupil adjustment, (2) sex differences in vulnerability to learning disability, and (3) the role of subgroups existing within the sample of vulnerable children. Longitudinal aspects of the evaluation have shown that educational achievement differs among subgroups. (RH)

ED 237 268 RC 014 428

Gilliland, Hap
Gilliland General Purpose Learning Potential Examination for

Inter-Cultural Evaluation of Learning Aptitude. Manual of Directions.
Montana Council for Indian Education, Billings.
PUB DATE- 70
AVAILABLE FROM- Montana Council for Indian Education, 517 Rimrock Road, Billings, MT 59102 ($1.50 manual and $.35 for the test).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adult Literacy; *American Indian Education; *Aptitude Tests; Cultural Influences; Cultural Isolation; *Culture Fair Tests; Elementary Secondary Education; Evaluation Methods; *Illiteracy; *Intelligence Tests; Interest Inventories; Listening Comprehension; *Rural Areas; Rural Education; Students; Symbolic Learning; Test Bias; Visualization; Visual Learning
IDENTIFIERS- *Gilliland Learning Potential Examination; United States (West)

Rural non-readers and culturally different students often perform poorly on intelligence tests. The Gilliland General Purpose Learning Potential Examination is an intelligence test developed specifically to indicate the learning potential of those students. Five of the examination's seven sections are unrelated to the ability to read, one requires the ability to write, and one asks for information often acquired through reading. The sections give information on the visual memory, symbolic representation of ideas, interpretation of symbols and pictures, relationships, listening comprehension, and interest areas of students aged 6-15 and older students and adults in remedial reading classes. The examination yields a variety of information including an IQ score, a quick score, a primary score for grades 2 and below, non-cultural and non-reading scores, and a visual memory score. The booklet contains complete information on the test, including administration and scoring instructions, answer keys, scoring templates, the test booklet, and tables of norms for IQs ranging from 50 to 150. The norms are based on the testing of 2,100 students in six Western states. Indian norms are based on the testing of 1,250 rural and reservation Indians in four Western states. Norms for other groups are planned. (SB)

ED 237 282 RC 014 455

Crowley, David; And Others
Radio Learning Group Manual. How to Run a Radio Learning Campaign. 2nd and Revised Edition.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Adult Education; Case Studies; Community Organizations; *Developing Nations; Foreign Countries; Government Role; Instructional Materials; Listening Groups; *Mass Instruction; *Material Development; *Nonformal Education; *Program Design; Program Development; Program Evaluation; *Radio; Rural Development; Staff Development; Staff Role
IDENTIFIERS- Botswana; *Radio Learning Group Campaigns; Tanzania; Third World

The Third World countries of Botswana and Tanzania have used Radio Learning Group (RLG) campaigns effectively to get a limited amount of important information to a very large group of people at the same time. During campaigns voluntary participants organized in groups of 5-20 meet twice a week for about 5 weeks to listen to radio broadcasts about topics of national importance and to study supporting printed materials with the aid of a group leader. The group feeds questions and comments back to the government. Intended for organizers, teachers, administrators, and students of adult education, the manual explains in detail the 10 steps of organizing a campaign; the development of materials coordinated to the radio broadcasts; the field work essential to a successful RLG campaign; the training necessary for personnel at the national, district and town, village and ward, and group leader levels; and the evaluation of the campaign. Short sections provide suggestions for starting with experiments and pilot programs, following up with action, and consulting about the projects. Appendices include examples and flow charts from RLG campaigns in Botswana and a brief bibliography. Small black and white cartoon characters guide the reader through the manual. (SB).

ED 237 296 RC 014 474

Barker, Bruce O.; Muse, Ivan D.
A Research Report of Small/Rural School Districts in New Mexico Compared to School Districts of Similiar Size Nationwide.
PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Administrators; Comparative Analysis; Courses; *Curriculum; Declining Enrollment; Educational Finance; Elementary Secondary Education; Extracurricular Activities; Profiles; Rural Schools; School Community Relationship; *School Districts; School Size; School Statistics; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries
IDENTIFIERS- *New Mexico

A 1982-83 survey produced data used to compare 17 small/rural K-12 New Mexico school districts (900 students or fewer) with 642 similar districts nationwide. Of New Mexico's 88 school districts, 43 were identified as qualifying (48.9%, enrolling 16,648 students), for comparison to 4,125 similar districts nationwide. A questionnaire mailed to superintendents of 23 randomly-selected New Mexico districts and 816 randomly-selected districts nationwide yielded respective response rates of 73.9% and 78.7%. A 3-page table compares New Mexico and national data in sections on the district, superintendent, student performance, and school programs. For example, school programs are compared on percent of districts employing certain resource personnel full or part-time--special education (New Mexico: 94.1%, national: 86.6%), school counselor (94.1%, 79.4%), school psychologist (0%, 33.8%), school nurse (52.9%, 45.1%), librarian/media specialist (82.3%, 80.9%), adult education director (0%, 22%), community education director (0%, 7.8%), and vocational education director (0%, 22%). Districts are also compared as to sports programs and percent of districts offering courses in Spanish (New Mexico: 11.8%, national: 41.8%), German (11.8%, 9.7%), French (11.8%, 18.9%), calculus (11.8%, 35.9%), chemistry (11.8%, 79.4%), computer science (47.1%, 60.3%), electronics (0%, 13%), vocational agriculture (70.6%, 63.1%), and physics (41.2%, 67.7%). (MH)

ED 237 341 SE 043 552

Lucy, Jon
Handle with Care! Mid-Atlantic Marine Animals That Demand Your Respect. Educational Series No. 26. Third Printing.
Virginia Inst. of Marine Science, Gloucester Point, Va.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Jul 83
GRANT- NA79AA-D-00055
AVAILABLE FROM- Sea Grant Communications Office, Virginia Institute of Marine Science, Gloucester Point, VA 23062 ($1.50 each).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - General (130)
DESCRIPTIONS- *Animals; *First Aid; *Ichthyology; *Injuries; *Marine Biology; Public Health; Science Education; *Wildlife
IDENTIFIERS- Jellyfish; *Sharks; Stingrays

Generally speaking, marine organisms found along middle Atlantic shores are not considered threatening to people. However, some of these animals can cause problems, either upon simple contact with the skin, as in the case of some jellyfish, or through careless handling. In addition, larger inhabitants of coastal waters (such as sharks) must always be treated with great respect because of the danger potential and their unpredictable nature. Descriptions of nuisance and potentially harmful organisms are therefore provided to help coastal residents and visitors become more aware of how problems with such marine animals might develop, how they can be avoided, and how certain injuries should best be treated if they occur. Animals described include: (1) jellyfish (stinging or sea nettle, lion's mane jellyfish, moon jelly, portuguese man-o-war, mushroom jelly, comb jelly); (2) sharks (sandbar, bull, dusky, tiger/hammerhead, sand tiger, Atlantic angel and mako sharks, and the spiny dogfish); (3) stingrays (bluenose stingray, cownose ray, roughtail stingray); and (4) unassuming problem fish and crabs (including toadfish, puffers, bluefish, black sea bass, blue crab, and others). (JN)

ED 237 371 SO 014 859

Lengel, James G.
American History. Computer Programs.
Nebraska State Dept. of Education, Lincoln.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Colonial History (United States); *Computer Assisted Instruction; *Computer Programs; Court Litigation; High Schools; *Microcomputers; Modern History; Racial Discrimination; Sex Discrimination; *United States History
IDENTIFIERS- Bill of Rights; Brown v Board of Education; Computer Assisted Problem Solving; *Computer Resources; Computer Simulations; *Mock Trials; PF Project; Religious Freedom; Tinker v Des Moines Independent School District

THE FOLLOWING IS THE FULL TEXT OF THIS DOCUMENT: Seven interactive computer programs are available to help with the study of American History. They cover the period of the 17th century up through the present day, and involve a variety of approaches to instruction. These programs were conceived and programmed by Jim Lengel, a former state social studies specialist and author of LAW IN AMERICAN HISTORY. They include: THE CASE OF PETER GOODMAN, an exercise to stimulate students' reasoning skills, drawn from the history of Plymouth colony in New England in the 1630's. Concepts of religious freedom and social control are presented in a problem-solving format; students' reasoned responses are stored and printed out for the teacher. INTOLERABLE ACTS is a tutorial designed to help the student understand the role of new British laws in the pre-revolutionary period. Students apply the laws to actual situations that are presented to them by the computer. Students' explanations of the events are printed out as a record for the teacher. THE BILL OF RIGHTS program presents the student with a series of actual cases, from throughout American history, that involve one of our Constitutional rights. The students can access the Bill of Rights through a computer data-base, and use what they find to explain each of the 20 cases. A complete printout of the student's work is provided at the end of the lesson. VIGILANTE MOCK TRIAL is a complete, computer-managed simulation of a trial from 1859 in the American west. Students form into two teams, one for prosecution and one for defense; each team interviews witnesses, puts them on the stand, and asks questions in court. The computer judges the statements of all the witnesses and comes up with a verdict at the end of the trial. This simulation takes at least two class periods to complete. CASE STUDY: BROWN V. BOARD OF EDUCATION presents students with the facts of this landmark case and leads them through the classic case-study method: they identify the legal issues involved, relate them to the Constitution, examine precedents, and finally render an opinion. A database of relevant Constitutional phrases and precedents is available for research by the students. A complete printout of student reasoning and choices is provided to the teacher. CASE STUDY: TINKER V. DES MOINES is similar in form to the BROWN case, but involves Constitutional rights in school. A research data-base and complete printout is accessible through the computer. SEX DISCRIMINATION MOCK TRIAL is a modern case taken from a federal appeals court, and arranged as a computer simulation for two teams of students. It is similar in format to the vigilante mock trial described above. These programs are available to operate on Radio Shack Model III or IV, or on Apple II or IIe microcomputers, with or without a printer. A master disk and a backup copy containing all seven programs will be mailed first class upon receipt of a check or school purchase order for $45.00. James G. Lengel's address is RFD #1, Williamstown, VT 05679, (802) 433-6022. (Author)

ED 237 401 SO 015 115

Warnat, Winifred I.
Automation: An Illustration of Social Change.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Automation; Computer Science; *Economic Change; Economic Development; *Employment Patterns; Employment Problems; Employment Projections; Industry; Information Dissemination; Labor Utilization; Professional Occupations; *Social Change; *Socioeconomic Influences; Technological Advancement; Trend Analysis
IDENTIFIERS- United States

Advanced automation is significantly affecting American society and the individual. To understand the extent of this impact, an understanding of the country's service economy is necessary. The United States made the transition from a goods- to service-based economy shortly after World War II. In 1982, services generated 67% of the Gross National Product. Automation has been a significant element of this society, contributing to major transformations in traditional industries, the creation of new industries, and changes in the workforce and the home. Projections on occupational opportunity to the year 2000 indicate that while automation and technology will effect the greatest changes at the higher levels of the work force, in jobs requiring college degrees, there will also be major increases in opportunities at the lower job skills level. As of yet, forecasts have overlooked impact on the middle mass of society, which may provide a better barometer of social change than either the "haves" or "have nots." Numerous issues remain to be addressed as society moves toward the next century, among them how to respond to: the declining need for workers, reduction of the work week, women as primary breadwinners, an aging population, single households, and membership in a global community. (LP)

ED 237 446 SP 022 506

The Whole K Catalog: Ideas for Prekindergarten, Kindergarten, and Beyond. Compiled from Eight Issues of Instructor Magazine, September 1982 through May 1983.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Art Activities; Basic Skills; *Cooking Instruction; Creative Activities; Educational Games; Kindergarten; Learning Activities; Motor Development; *Music Activities; Preschool Education; Primary Education; *Puppetry; *Reading Readiness; Teaching Methods
IDENTIFIERS- Holidays; PF Project; Songs

Over 80 short activity ideas covering many areas of the curriculum are compiled for teachers of preschool, kindergarten, and the early grades. Six "readiness roundup" sections, which feature ideas for use in classroom learning centers, give activities for teaching: (1) likenesses and differences; (2) direction; (3) letter and sound recognition; (4) auditory discrimination; (5) sight vocabulary and (6) gross-motor skills. Numerous additional activities involve finger plays, games, cooking, songs, art projects, role playing or creative dramatics, water and block play, classifying and counting, eye-hand coordination, motor development, and music and poetry appreciation. Several activities involve making a variety of puppets and using them to teach science topics such as the seasons, the weather, and the solar system. This compilation also provides brief activities on learning colors, shapes, the alphabet, graphing, and good manners. Several holiday and rainy day activity ideas are also included. (JH)

ED 237 478 SP 023 295

Dioh, Sylvester N.; Standa, Everett M.
Basic Training Course in Systematic Curriculum Development. Course Three: Instructional Media I.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Curriculum Development; Developing Nations; *Educational Media; Educational Objectives; Educational Resources; *Educational Technology; Foreign Countries; Higher Education; *Instructional Materials; Learning Processes; Mass Media; Nonprint Media; Programed Instruction; Systems Approach; Teacher Education; *Teaching Methods; *Technical Assistance; Visual Aids
IDENTIFIERS- *Africa

This course book provides a broad view of the theoretical aspects of instructional media. It is designed to acquaint students with the variety of instructional media that are available, from the simple to the more complex, and their uses in the educational system. The course's purpose is to develop the knowledge and skills which a curriculum developer in Africa requires to make reasonable and responsible media decisions. These decisions are based on nationwide educational objectives and take into account the resources available to meet those objectives. The course is divided into four units: (1) introduction to communication media and technology; (2) a systems approach to the selection and use of instructional media; (3) educational technology in Africa and other developing countries; and (4) mass media in education. A bibliography of references is included. (JD)

ED 237 525 TM 830 758

Accreditation: 1982-83 Evaluation Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-82.59
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Standards; *Accreditation (Institutions); Annual Reports; Elementary Secondary Education; *Institutional Evaluation; Program Development; *School Districts; State Aid; *State Standards
IDENTIFIERS- *Austin Independent School District TX; *Texas Education Agency

The Austin Independent School Districts (AISD) presents a summary of major findings related to accreditation, plus technical information on evaluation activities conducted during 1982-83. A time use study of social studies and science at the elementary level, conducted in response to a request made by the Texas Education Agency after the 1981-82 accreditation visit, is described. The report appendices include the results of the time use unit tests, surveys, and calendars; status of activities and objectives for 1982-83 accreditation report; and AISD's performance on the Texas Assessment of Basic Skills, specifically discussing the performance of those retaking the test after remedial courses. (PN)

Iadicola, Peter
Intellectual Models and School Policy: Desegregation as a Method of Assimilation.

PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Acculturation; Blacks; Desegregation Effects; *Educational Policy; Elementary Secondary Education; *Intellectual History; Mexican Americans; *Minority Group Children; Racial Integration; Racial Segregation; School Desegregation

This paper discusses school desegregation as a method of assimilation (especially of blacks and Mexican-Americans) in the context of shifts in the intelligentsia and accompanying changes in national educational policy. Two general ideological positions have historically been in competition (1) the conservative/order model based on a belief in inherent racial superiority/inferiority and natural inequality, with separatist ideas leading to a national educational policy of segregation; and (2) the liberal/order position based on a belief in the cultural deprivation of minority groups, ethnocentrism, progressivism, and professional control, with assimilation/integration ideas leading to a national educational policy of desegregation. A third, minority position, the radical/conflict position, is based on belief in the preservation of cultural differences, minority-status groups, and community control, with ideas about cultural pluralism and cultural democracy leading to a desire for neighborhood schools and democratic localism; this position may soon challenge the now-dominant liberal/order position. A fourth alternative, based on belief in accommodation, freedom for assimilation, pluralism, and individual control, calls for a voucher system of education. (CMG)

ED 237 179 JC 830 844

Black Students--Special Problems/Special Needs for Retention.
Jefferson Community Coll., Louisville, Ky.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Behavior Problems; *Black Students; Community Colleges; Guidelines; *Learning Problems; Pamphlets; Positive Reinforcement; *School Holding Power; Self Concept; *Student Responsibility; Student Teacher Relationship; Teacher Responsibility; Two Year Colleges
IDENTIFIERS- Disruptive Behavior; PF Project

Positive ideas were generated from two programs sponsored by the Jefferson Community College (Louisville, Kentucky) Black Affairs Advisory Committee and given during Black History Week. The first program consisted of a panel of seven black professionals from the Louisville community which discussed "What It Takes to Make It: A Message for Students." Nineteen suggestions for students were offered by this panel. The most important theme emerging from this program was that students should assume the major share of the responsibility for their own futures. The second program consisted of a faculty/staff development session which permitted the staff to share ways to encourage black student retention. Using a mini-group "think tank" process, the faculty exchanged ideas on how to handle two hypothetical classroom-based situations involving black students. Nineteen ideas were given by the staff for the first situation which focused on a disruptive, militant student. Fifteen ideas were generated for the second situation which involved a group of students who were motivated but had academic deficiencies. (EM)

ED 237 311 SE 041 737

Zenke, Pam
Clean, Safe Water. For How Long?
Illinois Environmental Protection Agency, Springfield.; Illinois State Board of Education, Springfield. Illinois Resource and Dissemination Network.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; *Conservation (Environment); Ecology; *Environmental Education; Federal Regulation; Learning Activities; Mining; Pollution; Resource Units; Secondary Education; Soil Conservation; Student Projects; Units of Study; Urban Environment; *Water Pollution; Water Quality; Water Treatment
IDENTIFIERS- *Environmental Awareness; Illinois; PF Project; Pollutants

The document presents research and project-oriented activities at the secondary school level for studying Illinois' streams, water pollution, and methods for controlling pollution. Social, economic, and political issues are examined as part of the planning for pollution prevention. Following six teaching objectives, background information traces the development of federal water pollution legislation in the United States. Urban stormwater runoff, construction site erosion, coal mining, and soil erosion are described as major sources of water pollution. A student fact sheet on soil erosion is followed by a planning simulation exercise in which students role play state planners implementing water pollution controls. An activity sheet, designed for use with a road map, utilizes mathematics, geography, and the metric system in making students aware of streams in the area and their importance. Also included are suggestions for additional activities and for locating speakers, informational materials, or assistance in cleaning up a stream. (LH)

ED 237 386 SO 015 074

Knop, Sheila A.; And Others

Public Opinion Studies: Low-Cost Methods for Soliciting Perspectives of the Public and Special Interest Groups.

Colorado Commission on Higher Education, Denver. Colorado Lifelong Learning Project.

SPONS. AGENCY- Education Commission of the States, Denver, Colo.; Kellogg Foundation, Battle Creek, Mich.

PUB DATE- Apr 83

AVAILABLE FROM- Sheila A. Knop, 2608 Avocet Rd., Fort Collins, CO 80526 ($3.20, checks must be payable to the University of Colorado at Boulder).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Adult Education; Conferences; Educational Needs; Educational Policy; Educational Research; Interviews; *Public Opinion; Questionnaires; *Research Methodology

IDENTIFIERS- *Colorado; Opinion Polls; *Special Interest Groups

Described is a project studying adult education policy in Colorado which suggested that skepticism about opinion studies is unwarranted and that thoughtful judgments regarding complex matters can be solicited at low cost from members of the public and special interest groups, without heightening potential for conflict or risking unreasonable expectations. Project objectives were to identify adult learning and education issues of statewide concern, describe solutions to problems identified, collect and publicize supporting data useful to policy makers as they make policy choices and decisions, and promote dialogue among education organizations, citizens, and policy making bodies about adult education. Data were collected from people representing diverse backgrounds and varying degrees of knowledge about Colorado adult education through opinion polls, personal interviews, two-staged mailed questionnaires, and a working conference. Findings showed a high degree of agreement about the nature and priority of the state's education problems between education groups that often must compete for limited funds, and among educator and citizen respondents. Included are tables showing comparative costs of three project opinion study methods and the ranking of three opinion study methods by associated costs. Appendices contain the two survey questionnaires, descriptive findings and the conference program. (RM)

ED 237 416 SO 015 172

What Every Child Should Know...Social Studies. Course of Study, Criteria for Textbook Selection. Revised.

Arizona State Dept. of Education, Phoenix.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Course Content; *Curriculum Design; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Evaluation Criteria; *Social Studies; State Curriculum Guides; Textbook Evaluation; *Textbook Selection

Designed to outline minimum course content for Arizona public schools, this K-12 curriculum guide is divided into 3 sections covering philosophy, goals, and scope and sequence. The stated philosophy emphasizes appreciation of history and culture, skill in acquiring and validating knowledge, critical thinking, and appreciation of interrelationships. Objectives are divided into categories of knowledge, skill, and democratic beliefs. The bulk of this guide outlines the major areas of study. Primary grades study widening concepts of society: family, school, ethnic groups, and community. Intermediate grade study focuses on state, regional, and American history, and the world. The junior high curriculum covers citizenship, American history, and the world, while high school requirements include a concept approach to Arizona and American history, and state and national government. For each level, a review of themes and objectives is followed by a list of suggested study topics. An outline of optional high school courses includes diplomatic history, area studies, social sciences, and women's, environmental, and urban studies. Five appendices contain a text evaluation instrument, state social studies requirements, state statutes on social studies and the observance of special events, and a list of citizenship education skills. (LP)

ED 237 431 SO 015 187

McFadden, Maggie

Anatomy of Difference: Toward a Classification of Feminist Theory.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classification; *Cross-Cultural Studies; Cultural Differences; *Feminism; *Sex Differences; Social Attitudes; Social Differences
IDENTIFIERS- France; Germany; Great Britain; Netherlands; United States

In an attempt to understand differences and commonalities in international feminism, a typology is presented and discussed. The study deals with feminist theory in the Federal Republic of Germany, France, Britain, the Netherlands, and the United States. The typology is based on the concept of difference. Two groups are used in the classification scheme: maximizers, those who believe that the differences between men and women are radical and should be emphasized and celebrated; and minimizers, those who would minimize the differences separating men and women and are concerned with integration. A spectrum of attitudes (both historical and contemporary) for each group, on the basis of their position on sex/gender difference and the ultimate goal each advocates for society is then examined. Connecting links between these two groups are discussed. One example of a link is the contemporary black and Third World feminism which mediates between the struggle for socialist revolution (minimizers) and the specificity of the positive values and characteristics of women of color (maximizers). (RM)

ED 237 542 TM 830 804

Jones, Paul L.; Young, Patricia

The Development and Refinement of the Coping with Death Scale.

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Death; Factor Analysis; *Factor Structure; Higher Education; *Rating Scales; *Test Construction; *Test Reliability; Test Validity
IDENTIFIERS- *Coping with Death Scale

The initial form of the Coping with Death Scale consisted of 30 items designed to obtain responses arranged along a seven-point Likert-type scale. Each item on the scale was derived from personal responses of students who completed a death and dying seminar. The items appeared to fall into two categories: coping with self and coping with others. In conducting the refinement of the scale, it was administered to 100 college students selected at random. Results were factor analyzed, and four dimensions of coping ability emerged: Relating to Others About Death, Preparedness for One's Own Death, Coping with Personal Losses, and Knowledge of Funeral Arrangements. On the basis of the loading scores, five of the original 30 items were eliminated. The refined instrument consists of 25 items, scored on a five-point Likert scale, arranged around the four factors. The reliability was calculated as .88 using the Spearman-Brown prophecy formula. (BW)

ED 237 559 TM 830 823

Schau, Candace Garrett; Scott, Kathryn P.
The Impact of Gender Characteristics of Reading Materials: A Synthesis of the Research Literature.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Attitude Change; Attitude Measures; Comprehension; Elementary Secondary Education; Higher Education; *Instructional Materials; *Sex Differences; *Sex Role; *Sex Stereotypes; *Student Attitudes

Recent reviews indicate that most instructional materials are still sexist. This paper includes definitions of sexist and sex-equitable which incorporate both language form and gender content. It presents generalizations synthesized from the experimental research regarding the effects of gender characteristics of instructional materials on students. They apply to students from preschool through college age: (1) Exposure to sex-equitable materials results in more flexible sex-role attitudes for both males and females. There is little generalization to areas not specifically covered in the materials. Amount of attitude change is directly related to amount of exposure. (2) Females prefer materials with female main characters; males prefer same-sex characters but also like materials containing traditional male content. Students do not reject sex-equitable materials. (3) The patterns for comprehension are not as clear, but sex-equitable materials do not decrease comprehension. (Author)

ED 237 224 PS 013 976

Greenleaf, Loretta K.
College Students' Preferences for Childbearing and Timing of Childbearing.
PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Students; *Family Characteristics; *Family Planning; Females; Higher Education; Males; *Pregnancy; Questionnaires; Sex Differences; *Socialization; *Student Attitudes
IDENTIFIERS- *Family Size

College students' preferences for childbearing and timing of childbearing were investigated with a socialization approach. Specifically investigated were two questions: Are unmarried males and females similar in their attitudes toward desired family size and preferred age at first birth? Do similar factors influence male and female attitudes? To assess whether similar factors are influencing attitudes, the study applied a conceptual framework for fertility socialization. Data were obtained from a questionnaire mailed to a random sample of undergraduate students attending a moderate-sized, public university; 77 males and 144 females returned the questionnaire. Results supported the hypothesis that there were no differences between males and females in desired family size and preferred age at first birth. The analysis also supported the fertility socialization approach and generally similar factors predicted family size and preferred age at first birth for males and females. Although there were no significant differences, the slightly smaller family size desired by males emphasizes the need to focus on the male role in decision-making. Both males and females preferred to have their first child at around 27 years of age. It was concluded that the socialization approach toward childbearing had proven especially useful in identifying specific values about fertility which form the basis for decision-making. (Author/RH)

ED 237 239 PS 013 996

Downs, A. Chris
Viewing Attractiveness Socialization from a Social Network Perspective.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Children; Cultural Influences; Definitions;
*Interpersonal Attraction; *Physical Characteristics;
*Socialization; *Social Networks; Stereotypes
IDENTIFIERS- *Physical Attractiveness

Providing a framework for a symposium exploring the influence of physical attractiveness on the socialization process, this paper (1) offers a working definition of physical attractiveness, (2) reviews stereotypes associated with attractiveness, and (3) discusses a social network perspective on the influence of attractiveness. Physical attractiveness is conceptualized as being a personal physionomic attribute achieving status as high, moderate, or low as a function of cultural criteria. Attractive individuals are stereotypically perceived as friendly, popular, happy, nonaggressive, well-adjusted, trustworthy, and so on. Unattractive individuals are routinely viewed as unhappy, lonely, maladjusted, aggressive, and unfriendly. Research shows that stereotypes based on attractiveness are fairly extensive, are biased in favor of attractive individuals, and are heavily endorsed by the American public. The social network view holds that socialization can be understood only when all salient socializers and the child are considered as reciprocally influential and only when the cultural context is taken into account. With respect to attractiveness, the social network view encourages the study of both the transmission of attractiveness stereotypes and differential reactions to children with varying degrees of attractiveness. (RH)

ED 237 254 RC 014 127

Meeks, Laura M.
Basic Skills Centers for Small High Schools.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Basic Skills; Individualized Education Programs; *Individualized Instruction; Mathematics Instruction; Reading Instruction; Secondary Education; *Skill Centers; Small Schools
IDENTIFIERS- PF Project

A skills center can help students who are not able to demonstrate appropriate mastery level skills in reading and mathematics. The Girard school system (Kansas) has had two skills centers operating successfully since 1975. Individualized methods combined with group interaction are used to accommodate individuality and different learning styles. Girard uses units of instruction (mostly teacher-made) which consist of goals and objectives, pre-tests, information, exercises, post-tests, remediation, and additional post-tests. Supplementary methods, techniques, or activities are combined with the units to increase student motivation. The advantages of individualized instruction are that it allows students to work at their own pace, builds positive student attitudes, encourages students to assume responsibility, reduces absenteeism, and allows teachers to measure specific learning. The disadvantages are that teachers who enjoy lecturing and leading large group discussions find that the individualized classroom is not a teacher-centered environment; and that an individualized unit program requires a great deal of preparation. (JW)

Henderson, Ronald W.; And Others

Theory-Based Interactive Mathematics Instruction: Development and Validation of Computer-Video Modules.

California Univ., Santa Cruz.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 83
GRANT- NSF-SED-80-24701
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Affective Objectives; *Computer Assisted Instruction; *Computer Oriented Programs; Computer Programs; Fractions; High Schools; *Material Development; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Microcomputers; Performance Factors; Prime Numbers; *Secondary School Mathematics; Student Attitudes; Videodisc Recordings
IDENTIFIERS- Factoring (Mathematics); Mathematics Education Research; National Science Foundation

Theory-based prototype computer-video instructional modules were developed to serve as an instructional supplement for students experiencing difficulty in learning mathematics, with special consideration given to students underrepresented in mathematics (particularly women and minorities). Modules focused on concepts and operations for factors, prime numbers, and fractions. Task analysis and demand specification procedures were used to sequence instructional objectives within and across topics. Cognitive social theory provided a framework for the incorporation of attentional, retentional, and motivational variables into the video sequences. Results of field trials show that the modules were effective in teaching/reteaching mathematical skills/concepts to secondary school students who had not made normal progress in mathematical learning. In the first trial, students who used materials gained a significant advantage over control subjects in skills/concepts involving factors and prime numbers. The pattern of gains attributable to these modules was replicated in a second trial, but without a control group. Comparable effects were also found to be associated with use of fractions modules, but these results should be interpreted with caution because of lack of a control group. Additional results indicate that the interactive computer-video modules had a beneficial effect on affective as well as cognitive outcomes. (JN)

ED 237 356 SE 043 569

Rausa, Tom; And Others

Computer Literacy. A Co-Ser Project of Cortland-Madison BOCES, Summer 1983.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Literacy; Computer Programs; *Computers; *Computer Science Education; *Flow Charts; Grade 7; Grade 8; Junior High Schools; *Learning Activities; Lesson Plans; Microcomputers; Problem Solving; *Programing
IDENTIFIERS- Crossword Puzzles

This project was designed to prepare curriculum materials that can be used to teach general computer literacy and rudimentary programming for grades 7 and 8. The intended audience for these materials is the grade 7 and 8 teacher who is not experienced in computer literacy or programming. Materials provided include, in separate sections for the two grade levels: (1) a syllabus; (2) lesson plans and suggested exercises related to syllabus topics; and (3) supplemental materials (suggested projects/field trips, crossword puzzles and word searches, and pretests/posttests with answers). Grade 7 syllabus topics include computers in the 20th century, computer organization and operation (computer functions, computer components, and computer operation), and flowcharting (definition of a flowchart, flowchart symbols, reading/writing a flowchart). Grade 8 syllabus topics include computer organization and operation (problem-solving processes, software, components of the computer system, classifying computers), limitations of computers, and flowcharting/problem-solving (linear flowcharts, looping, subroutines). Units on programming are also provided for each grade level. Grade 7 programming topic areas include commands (PRINT, LET, INPUT), calculations, and order of operations. Grade 8 programming topic areas include alphanumeric variables, READ/DATA statements, and loops using GOTO and FOR/NEXT. Suggested exercises with answers and a quiz are provided with each unit. (JN)

ED 237 463 SP 022 608

Davis, Robert B.
Diagnosis and Evaluation in Mathematics Instruction: Making Contact with Students' Mental Representations.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Beginning Teachers; *Cognitive Processes; *Concept Formation; Creative Thinking; Educational Research; Elementary Secondary Education; *Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Problem Solving; Rote Learning; Student Attitudes; Teacher Education

Research on mathematics instruction is reviewed in order to respond to two questions: (1) Has the influx of talented people who have entered the mathematics instruction field over the last three decades changed anything? and (2) Will any of the work being done actually improve mathematics instruction? The different ways in which parents, students, teachers, non-teaching professionals, and other groups perceive and use mathematics is discussed to illustrate the sometimes conflicting views of mathematics and how these views affect instruction. Ten statements, based on analysis of research on diagnosis and evaluation in mathematics, are discussed: (1) Schools mostly teach rote aspects of mathematics and neglect strategy, analysis, heuristics, decision making, intuition, flexibility, and creativity; (2) Typical students are creative and can be resourceful in mathematics if appropriately taught; (3) Most instructional programs do not recognize students' creativity; (4) Students are confused about mathematics; (5) Complex mathematical ideas can be taught through building upon previous learning; (6) Consistent errors signal misunderstanding; (7) Representations determine problem-solving ability; (8) Students solve problems through stimulus-response; (9) Mental tasks in mathematics are diverse; and (10) Many students can learn substantially more mathematics than they presently do. (CJ)

Adams, Ronald D.
A Survey of AACTE Member Institutions Regarding Change in Teacher Education Practice to Improve the Quality of Graduates.
PUB DATE- 16 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Change; *Educational Improvement; Educational Quality; Higher Education; Minimum Competency Testing; National Surveys; Preservice Teacher Education; *Schools of Education; State Standards; Teacher Associations; Teacher Certification; *Teacher Education; *Teacher Education Programs; *Teacher Improvement
IDENTIFIERS- *American Association of Colleges for Teacher Educ

The American Association of Colleges for Teacher Education (AACTE) appointed a Task Force on Shortage/Surplus/Quality Issues in Teacher Education, which conducted a survey to: (1) assess the perception of change occurring in teacher education programs to improve the quality of graduates; (2) investigate the perception of changes in state teacher certification and the influence on teacher education programs; and (3) investigate the perceived influence of selected groups on state teacher certification change. Data were summarized for the total group (N=239) and across selected demographic variables. Analysis of total group findings indicated that: (1) Basic skills testing at entry into teacher education is highly regarded for improving student quality, while affective and attitudinal measures are less important; (2) Teacher education course content is the most important area influencing graduate quality; (3) The most important program support area affecting graduate quality is faculty/staff development; (4) Recent changes in state certification standards are positively affecting teacher education programs; and (5) State departments of education are most influential in changing teacher certification standards. Also discussed in this report are comparisons made among institutions from states requiring competency assessment for teacher certification and institutions from states which do not require such testing. The survey instrument and 20 tables displaying data are included. (CJ)

ED 237 509 SP 023 456

Leaps and Bounds. A Guide for ETV Movement Education Series.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Body Image; Educational Television; Instructional Materials; Kinesthetic Perception; *Lesson Plans; Motor Development; *Movement Education; Perceptual Motor Coordination; *Physical Activities; Physical Education; Primary Education; Psychomotor Skills; *Young Children
IDENTIFIERS- *Leaps and Bounds (Television Series)

In physical education at the elementary level, students are taught to move with efficiency in all situations, to have knowledge about movement, and to value movement as an essential part of life. Teachers stress problem solving, discovery, and concept learning in teaching physical education to young children. To assist teachers and students, kindergarten-grade 2, in developing a firm foundation in movement, the television series "Leaps and Bounds" was developed along with this accompanying teacher's guide. There is a total of 16 programs, each 15 minutes long and covering a specific skill area, in this television series. Skill areas are arranged sequentially from basic body awareness and control concepts to the more complex skills of kicking and striking. This guide for "Leaps and Bounds" has been designed to take the teacher through the 16-program television series step-by-step. Each program has been divided into two major areas in the guide: program and lessons. The heading "program" and its subheadings (movement concepts, objectives, focus for the teacher, focus for the child, follow-up, and references) refer specifically to the television presentation. "Lessons" and its subheadings (lesson concepts, lesson focus, learning activities, culminating activities, and follow-up) refer to the three follow-up lessons designed for each program in the "Leaps and Bounds" series. (JMK)

ED 237 577 TM 830 847

Baker, Linda
Differences in the Standards Used by College Students to Evaluate Their Comprehension of Expository Prose.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-81-0100
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; *Evaluation Criteria; Higher Education; Prose; Reading Comprehension; *Reading Strategies; *Self Evaluation (Individuals); Standards
IDENTIFIERS- *Comprehension Monitoring; *Embedding Transformations

College students differing in verbal ability read and evaluated their comprehension of expository passages. Three different types of problems were embedded within the passages to provide opportunities for students to reveal the use of different standards of evaluation. Half of the subjects were informed that they should use three particular standards in order to identify the problems (lexical, external consistency, and internal consistency); the remaining subjects were not given specific information as to the standards they should use. All problems subjects identified were classified as to the type of standard they reflected. The classification scheme consisted of the three targeted standards plus syntax, propositional cohesiveness, structural cohesiveness, and informational completeness. Of particular concern were differences in the standards adopted by students receiving specific instructions and those receiving general instructions. Use of the lexical standard did not differ with instructional specificity, suggesting that students spontaneously evaluate their understanding of individual words. Students receiving general instructions rarely used the external and internal consistency standards, suggesting these are not criteria students typically adopt. Instead, they commented frequently on the structural cohesiveness of the passages. Students with higher verbal ability exhibited more frequent and more varied standard use than those with lower verbal ability. (Author)

ED 237 283 RC 014 456

Ingram, E. J.; McIntosh, R. G.
Building School-Community Relationships in Northern Communities: A Sourcebook of Policy Alternatives and Recommendations.
Alberta Univ., Edmonton. Dept. of Educational Administration.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- American Indian Education; Canada Natives; *Community Characteristics; Community Involvement; Educational Improvement; Educational Resources; Elementary Secondary Education; Foreign Countries; Leadership Styles; Local Issues; *Models; Multicultural Education; *Policy Formation; *Rural Areas; Rural Education; *School Community Relationship; Urban to Rural Migration
IDENTIFIERS- *Alberta; Community Based Education; *Education North Project; Isolation (Geographic)

The 3-part companion volume to the final report of the Education North Evaluation Project serves as a policy development resource book for anyone who must address questions of school-community relations. Part I focuses on the educational issues of concern to policy makers and their advisors in very remote, interracial, poor northern communities. Those issues fall into five categories: social (population explosion, housing, apathy, health), cultural (multiculturalism, prejudice), economic (resource development, seasonal employment), educational (purposes, priorities, community control), and political (distrust of government agencies, community organization and involvement, native movements). Part II presents seven strategic alternatives for use by senior level government to set the stage for the local improvement of the quality of school-community relationships. The strategies (local education society, community school, local control, curriculum development resource center, consulting and facilitating, community development and adult education) are explained along with their strengths and weaknesses. Illustrations of their use are included. Part III is an attempt to develop a contingency framework for selecting an appropriate strategy by assessing the community's leadership ability, maturity, and readiness for participation based on situational leadership theory. The volume also includes guidelines for developing an ongoing project similar to Education North. (SB)

ED 237 297 RC 014 475

Barker, Bruce O.; Muse, Ivan D.

A Research Report of Small/Rural School Districts In North Dakota Compared to School Districts of Similiar Size Nationwide.

PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Athletics; Comparative Analysis; *Curriculum; Declining Enrollment; Educational Finance; Educational Resources; Elementary Secondary Education; Profiles; *School Districts; School Size; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries; Transportation
IDENTIFIERS- *North Dakota

The study compared nationwide research findings about the districts, superintendents, teachers, programs, and student performance in 642 public school districts with an enrollment of 900 or less (defined as small/rural) to data from a random sample of school districts of similar size in North Dakota. Data were collected from superintendents by questionnaire during the 1982-83 school year. Twenty-nine of North Dakota's 216 small/rural school districts, or 74.4% of those surveyed, responded. North Dakota small/rural school districts averaged 228 students with 116.2 students per school, both figures less than national averages. The last bond issue averaged $212,125 compared to $716,000 nationally, and 62.1% of the districts reported declining enrollments compared to 36.2% nationally. While 55.4% of the superintendents surveyed nationally held master's degrees, over 96% of North Dakota small school superintendents held master's degrees. None held education specialists degrees, compared to 31.5% nationally. Although most North Dakota superintendents held full-time positions, their salaries were lower than national figures. Teacher/student ratios matched the national averages and teacher salaries and duties also compared favorably. Graduating seniors exhibited high academic achievement in North Dakota. Nearly half went on to college, compared to 38.6% nationally. School programs compared favorably in the areas of curriculum and resource personnel but less so in the area of sports programs. (SB)

ED 237 342 SE 043 553

Maines, David R.; And Others
"Attrition Processes Out of Mathematics for Undergraduate Students."
Attrition from Mathematics as a Social Process. Final Report.
Northwestern Univ., Evanston, Ill. Program on Women.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-81-0029
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Mathematics; Educational Research; Higher Education; Interviews; *Mathematics Instruction; *Motivation; *Sex Differences; *Social Influences; Student Attitudes; *Student Attrition

IDENTIFIERS- *Mathematics Education Research

Investigated were those long-term processes which contribute to high rates of attrition for women out of mathematics. It is based on the contention that university students drop out of mathematics as a consequence of prior socialization, educational career contingencies, and goal commitment and career aspirations, with the mix of these factors different for men and women. A life history approach was used, tracing any pattern of participation throughout a person's life which could be regarded as an aspect of the decision processes. Related literature is reviewed and the theoretical framework is described in chapter 2. Chapter 3 describes the procedures used to gather and organize information. Chapter 4 presents sample background characteristics, while chapter 5 lists the major findings. Neither ability nor sex alone can account for the attrition process; rather, it is caught up in a complex pattern of interactive effects. These are presented in some detail (including 11 statistical tables) and conclusions are drawn in the final chapter. There is a 25-item bibliography and sample interview questions are included in an appendix. (MNS)

ED 237 402 SO 015 139

Fox-Genovese, Elizabeth
Placing Women's History in the American History Survey.
PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTIONS- Course Content; Curriculum Development; *Feminism; Higher Education; Social History; Teaching Guides; *United States History; *Womens Studies

The paper describes and evaluates the development of materials produced by the Organization of American Historians' (OAH) project entitled "Restoring Women to History." Contributors to the OAH project faced several choices in developing guidelines for incorporating women's history into the basic American survey at the college level. The guide's combination of conventional historical periodization and unconventional content reflects conscious decisions on the part of the compilers concerning audience and scope of the project. While the course is targeted for conventional history instructors, it assumes a crucial distinction between U.S. history, which is predominantly political and economic, and history of the American people, which emphasizes social trends. Thus, standard topics such as "Reconstruction" and "The Machine Age" include a preponderance of social and women's history. To present women as central characters in American history, the survey utilizes the theme of public and private spheres in American life, pointing out that in politics, for example, the close association of women and the private sphere was used to justify their exclusion from formal political life. The guide also offers suggestions for presenting famous women as legitimate representatives of the women's experience. (LP)

ED 237 447   SP 022 532

Dickmann, Leonore W.
Spirituality: An Affective Facet for Curriculum Consideration.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTIONS- *Affective Behavior; *Affective Objectives; Curriculum Development; Elementary Secondary Education; Guidelines; *Humanistic Education; Individual Characteristics; Opinion Papers; *Student Development
IDENTIFIERS- Materialism; PF Project

The current age has been characterized as an Age of Materialism in which personal goals are material aims and pleasures. The need for getting back to a spiritual culture is considered foundational. It is the duty of educators to provide for the spiritual or affective domain of a learner's development. To neglect this aspect of a person's being is to miss fostering completeness in a learner and in the curriculum. The following characteristics could be competency-based objectives for a spiritual curriculum: a sense of humor, flexibility, joyousness, resourcefulness, responsiveness, patience, and resilience. This paper concludes with a list of 30 ways to explore spirituality and enhance the affective domain. (DC)

ED 237 479 SP 023 303

Green, James E.
A Manual for Cooperating Teachers: Secondary Field Experiences.
Franklin Coll., Ind.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- College School Cooperation; *Cooperating Teachers; Course Content; *Field Experience Programs; Higher Education; Preservice Teacher Education; Secondary Education; *Secondary School Teachers; Student Evaluation; *Student Teaching; *Teacher Responsibility; *Teaching Experience

This manual was prepared specifically for cooperating teachers who are responsible for supervising secondary school field experiences of education students from Franklin College (Indiana). Sections in the booklet deal with each field experience from the sophomore year through the senior year, including lab experiences, internships, and student teaching. Each segment is discussed in terms of: (1) prior experience a student will have at the beginning of the field experience; (2) observations and reports expected of the student; (3) preferred type of participation by the student; (4) time frame for assuming responsibilities; (5) ways the student can assist the cooperating teacher; and (6) reports required of the cooperating teacher. Sample student evaluation forms are included. The legal status of pre-professional teachers and the policy for placement of student teachers are briefly discussed. An appendix includes a comprehensive list of suggested activities and laboratoy experiences for students in internships. (JD)

ED 237 526 TM 830 759

Thompson, R. Brent
Strategies to Use and to Avoid When Collecting Attitudinal Data on a Delayed Basis.
PUB DATE- 1 May 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Analysis of Variance; *Attitude Measures; Course Evaluation; Feedback; Higher Education; *Rating Scales; *Student Attitudes; *Student Evaluation of Teacher Performance; *Test Format; Testing Problems; Test Items
IDENTIFIERS- *Delay Effect; Retrospective Studies (Psychology)

Sixty-three students in three undergraduate college classes were divided into three groups to investigate the effect of two delayed self-reporting techniques on attitudinal data toward a course and instructor. Nonparametric tests and intercorrelations of item treatment means, together with two-way analyses of variance on item clusters, indicated that the attitudes of students responding to a "then/now" format were significantly more negative than those of other students. It was concluded that delayed self-reporting (on the order of a two-week delay) would not significantly affect the data if investigators avoid use of the "then/now" question format. (Author)

ED 237 543 TM 830 805

Head, L. Quinn; Lindsey, Jimmy D.
The Effects of Test Difficulty Level on Undergraduates' Perception of Examination Difficulties and Their State Anxiety.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Analysis of Variance; *Difficulty Level; Higher Education; *Student Attitudes; Test Anxiety; *Tests

The effects of test difficulty on the perception of examination difficulties and state anxiety are investigated. Thirty undergraduate students were administered the Educational Psychology Recognition Test and Test Perception Inventory to assess task difficulty and perception of exam difficultness. A modified version of the State-Trait Anxiety Inventory measured state anxiety. Two separate one way analysis of variance procedures were used to analyze the data. Results indicated that test difficulty level did not significantly affect state anxiety, but did significantly affect perception of exam difficultness. Using the Mann-Whitney U Test an additional analysis of data indicated: (1) students administered the hard difficulty level test exhibited a perception of higher exam difficultness than did their peers taking the medium and easy forms; and (2) there was no significant difference for the perception of exam difficultness between students taking the medium and easy forms. (Author/PN)

ED 237 560 TM 830 824

Performance Evaluation and Appraisal of Certificated Staff. Operations Notebook 14. Revised.

Association of California School Administrators.

PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Evaluation; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Guidelines; Rating Scales; Scheduling; *Teacher Evaluation

IDENTIFIERS- *California; Stull Act

The purpose of this notebook is to offer guidance to California school districts in developing a total, systematic evaluation and assessment system inclusive of all certificated personnel within the district. The Stull Act requires that all certificated personnel be evaluated in relation to expected student achievement. This suggests a discrepancy type problem-solving approach in which student needs are diagnosed; discrepancies between "what is" and "what should be" noted; plans developed for mitigating the discrepancies; student growth evaluation processes developed; and only then comes the development of a clear specification of the role of each certificated person. There is no single appraised design which will fit the needs of every district, so this notebook provides over 15 sample illustrations of goals and objectives, standards for performance, appraisal steps and schedules, and rating forms. (BW)

ED 237 180 JC 830 845

Weinstein, Claire E.; Mayer, Richard E.
The Teaching of Learning Strategies.
PUB DATE- 4 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- Cognitive Processes; *Critical Reading; Educational Environment; Educational Objectives; Elementary Secondary Education; *Learning Processes; Literature Reviews; Reading Comprehension; *Study Skills; *Teaching Methods
IDENTIFIERS- PF Project

Learning strategies can be defined as behaviors and thoughts in which a learner engages and which are intended to influence the learner's encoding process. Thus, the goal of any particular learning strategy may be to affect the way in which the learner selects, acquires, organizes, or integrates new knowledge. Good teaching includes teaching students how to learn, remember, think, and motivate themselves. Teachers enter the classroom with two distinctly different kinds of goals which are teaching students "what" to learn and teaching students "how" to learn. Some major categories of learning strategies are: (1) rehearsal strategies such as copying, underlining, or shadowing; (2) elaboration strategies such as paraphrasing or summarizing; (3) organizational strategies such as outlining or creating a hierarchy; (4) comprehension monitoring strategies such as checking for comprehension failures; and (5) affective strategies such as being alert and relaxed. Many current approaches to classroom learning emphasize the role of the learner in creating, monitoring, and controlling a suitable learning environment. Learning strategies research, by providing strong evidence that these learning strategies can be taught, is creating a useful data base from which applications can and will be derived. (EM)

ED 237 196 PS 013 885

UNICEF and the Sudan.
United Nations Children's Fund, Nairobi (Kenya). Eastern Africa Regional Office.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Developing Nations; *Educational Development; Intervention; Nomads; *Physical Environment; Pollution; Poverty; Prevention; *Primary Health Care; Program Descriptions; *Program Development; *Social Services; Supplies; Transportation; Water Quality
IDENTIFIERS- *Sudan; *UNICEF

Coupled with poor infrastructure, vast distances, and harsh climatic conditions, the enormous physical obstacles in the Sudan (Africa's largest country) have combined to produce extremely serious problems for Sudanese children, who will soon constitute half of the 17 million people there. This booklet describes continuing projects implemented by UNICEF to address the Sudan's many basic problems. Topics described are (1) the situation of children, with emphasis on child mortality, malnutrition, preventable diseases, and universal primary education; (2) primary health care problems, programs, and goals, with a focus on community participation, prevention, and hygiene; (3) a clean water supply project involving the drilling of 1,400 wells; (4) the water project in Kadugli, South Kordofan, which included systems for filtering and purifying water; (5) educational assistance programs such as the Inservice Educational Training Institute, the Integrated Rural Education Centers, and special programs for women; (6) social services; (7) UNICEF transport and supply initiatives; and (8) plans for the future. Concluding remarks focus on the southern Sudan, the least developed part of this developing country, and indicate the scale of the problems that continue to exist. (RH)

ED 237 211 PS 013 959

Shore, Cecilia; Bauer, Patricia
Individual Styles in Language and Symbolic Play.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Language; Comparative Testing; Expressive Language; *Individual Differences; Infants; *Language Acquisition; *Language Styles; Pretend Play; Sequential Learning; *Verbal Tests
IDENTIFIERS- Referential Communication; *Symbolic Play

The relationship between language and symbolic play was studied in a sample of children identified as referential in style (multiple noun utterances exceeded pronoun or no-noun utterances), as compared with a sample identified as expressive in style (pronoun utterances or no-noun utterances exceeded multiple noun utterances). Children were assigned to language styles based on the examples of multiword speech reported by their parents in the language interview. A total of 30 children between 19 and 21 months (15 boys and 15 girls) were observed for 45 minutes in a laboratory playroom setting. Administered tasks were aimed at assessing the child's ability to combine his or her actions into sequences. Results indicated that the referential children, given appropriate objects, spontaneously demonstrated a number and variety of schemes in conventional order. The expressive children seemed to be at a loss when presented with an array of objects to use spontaneously. Evidence thus indicated that the linguistic style adopted by children in the early multiword period extends beyond language and is related to their approach to symbolic play tasks. (BJD)

ED 237 269 RC 014 432

Jongeward, Ray E.; Druian, Janice M.
The Field Program Associate in the Partnership for Rural Improvement.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Partnership for Rural Improvement, Pullman, Wash.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Community Resources; Community Services; Delivery Systems; Human Services; *Job Analysis; *Linking Agents; *Methods; *Outreach Programs; Program Descriptions; *Role Perception; Rural Areas
IDENTIFIERS- *Field Program Associates; *Partnership for Rural Improvement; Washington

To describe how Partnership for Rural Improvement (PRI) field program associates perceive themselves performing their role functions, three associates and two assistants responded to questions about: their tasks, responsibilities, and roles; how they got started; what skills they needed; and what materials or technical assistance could benefit them. The responses were analyzed and compared to role descriptions found in relevant literature. Associates described themselves as facilitators, social researchers, community educators, publicists, catalysts, process helpers, and resource links. The descriptions were supported by the literature. Their description of initiating, building, and maintaining PRI relationships served as the basis of a generic involvement procedure for field program associates. The procedure had five phases: orientation and awareness, problem identification, alternatives identification, planning and implementation, and on-going support. The document includes 16 articles and excerpts that can serve as a beginning collection of resources for the personal and professional growth of the field program associates. The document also includes 99 tools and techniques for use by field program associates, a briefly annotated bibliography of 55 materials available from the American Society for Training and Development, and a list of 20 new books and materials acquired by PRI. (SB)

ED 237 312 SE 041 741

Sensabaugh, William M.
The Beach--A Natural Protection from the Sea.
Florida Univ., Gainesville. Florida Sea Grant College Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- MAP-19
PUB DATE- Jul 83
GRANT- NA80AA-D-00038
AVAILABLE FROM- Sea Grant Marine Advisory Program, G022 McCarty Hall, University of Florida, Gainesville, FL 32611.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Ecology; Environmental Education; *Oceanography; *Physical Geography; Resource Materials; Wind (Meteorology)
IDENTIFIERS- *Beaches; PF Project; *Sand Dunes; Waves (Water)

The beach and sand dunes are the first line of defense protecting the land from the sea. The effectiveness of the beach is caused by its sloping surface which dissipates the energy of waves and by the flexibility of the slope which changes as the waves change. The process and rate of accretion and erosion are dependent on the size and frequency of waves, the formation of sand bars, and the tidal cycle. Littoral drift occurs when waves approach the beach at an angle. This can affect the beach when a barrier is put across the littoral zone causing sand to collect on one side and erode on the other. Sand dunes protect the land by acting as a dike during exceptionally high tide and as a reserve supply of sand in times of severe erosion. Their effectiveness can be destroyed by pedestrians, vehicles, or housing construction, but these problems can be overcome. If the unique features of the beach are recognized, it can be enjoyed without interfering with its job of protecting the land. (DC)

ED 237 417 SO 015 173

Zuelow, Margo J.
Highlights in the History of the Education of Women.
PUB DATE- 15 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational History; Females; History; *Womens Education; Womens Studies; World History

The history of the education of women from prehistory through the 1960s reveals constant themes. In every period, obstacles reflecting the prevalent social attitudes were placed in the paths of women seeking education. Economic conditions directly affected the status and scope of women's education, although certain disciplines such as religion and letters were consistently considered appropriate. Religion, playing both a positive and negative role, was also closely associated with women's education. Education for the purpose of training good wives and mothers began in ancient Greece. Reading and writing were incorporated into their education in the Christian Era so that women could read the scriptures. Through the Reformation, the main objectives of women's education remained to mold good, pious homemakers. In the 18th century, a shortage of teachers and nurses led to the opening of these fields of education for women. The 20th century has been characterized by a conflict between work and education. During the Depression, women were discouraged from teacher education because of the job shortage. In the 1940s, women left school to help the war effort, returning in large numbers in the 1950s. Recently, women have combined their goals in professional training. A seven-page bibliography is included. (LP)

ED 237 432 SO 015 188

Taylor, Bob L.; Birchell, Gregory R.

Has the "Back-to-Basics" Movement Influenced Elementary Social Studies Textbooks?

PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Standards; *Back to Basics; Basic Skills; Citizenship Education; Content Analysis; Educational Research; Elementary Education; Geography Instruction; Reading Skills; *Social Studies; *Textbook Content; *Textbook Evaluation; Textbook Research; *United States History

To test whether elementary social studies texts have changed in response to the back-to-basics movement, a content analysis was made of selected basal texts series published between 1969-1972 and reissued between 1979-1982. Quantitative data, anecdotal data, and educational criticism were used to compare eight matched text series for knowledge base, skills base, values base, and recommended teaching strategies. Results indicate that the back-to-basics movement has effected a return to traditional content and methods in social studies textbooks at all elementary levels. Findings included an increased emphasis on reading development; an increased emphasis on American history, geography, map and globe skills, citizenship education, and traditional American values; use of simpler vocabulary, shorter sentences and fewer concepts; a de-emphasis on innovative teaching suggestions; and increased testing of factual recall. (LP)

ED 237 593 UD 023 196

Cooperative Efforts: Voluntary Resettlement Agencies and Mutual Assistance Associations.

Committee on Migration and Refugee Affairs, New York, NY. Refugee Center.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Agency Cooperation; Cultural Background; Financial Support; *Land Settlement; Refugees; Shared Facilities; Shared Services; *Social Services; Technical Assistance; *Voluntary Agencies; Volunteers
IDENTIFIERS- *Mutual Assistance Associations

In 1983, the Refugee Resource Center conducted a survey of Mutual Assistance Associations (MAA's) and local voluntary resettlement agency affiliates to find out how the two types of organizations worked together to carry out refugee resettlement. According to the survey, the relations between agency affiliates and MAA's generally revolved around three distinct areas: provision of services to the refugee population, organization and development of the MAA's, and cultural preservation. Within these areas, however, the character of the relationship varied considerably. According to responses to the survey, MAA/affiliate relationships were divided into five categories: (1) cooperative efforts, such as joint programs and cooperative delivery of services; (2) financial assistance, primarily given to MAA's by agency affiliates for organizational purposes; (3) in-kind contributions, the most frequently cited being the provision of office space by agency affiliates for the MAA's; (4) technical assistance, given on an organization to organization level, primarily from agency affiliates to MAA's, and most often involving help in the beginning stages of a MAA's development; and (5) volunteer assistance, services given by an organization to refugee clients, primarily given by MAA's, and most often involving aid for sponsorship or sponsorship development. (CMG)

ED 237 225 PS 013 978

Fisher, Lawrence; And Others

Competent Children at Risk: Their Parents and Families. 1. Description of Study and Measures.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Behavior; Age Differences; *Children; *Competence; Emotional Disturbances; Family Characteristics; *High Risk Persons; Males; *Mothers; Parent Background; *Parent Influence; Patients; *Psychopathology; Rating Scales; Research Design; Social Behavior
IDENTIFIERS- Social Interaction

An investigation was conducted to assess parental and family characteristics of boys who displayed competence when exposed to a set of stressful circumstances expected to impair and/or retard their development. Participating children and families were involved in the University of Rochester Child and Family Study, a prospective developmental project in which one parent had been hospitalized for psychiatric disorder. Competence in 7- and 10-year-old boys was defined by scores on a combined teacher and peer index and a parent rating of child behavior. In this paper, the first of two describing this study, details of the sample, the pathology of the hospitalized parent (in this instance, the mother), and the construction of the child's competence scores are described. Five hypotheses regarding the relationship between parental or family characteristics and competence are articulated. Specifically, it was hypothesized that (1) children with adequate competence scores would come from families in which the hospitalized adult had an affective disorder and low levels of chronicity; (2) a balance of family warmth and activity level would be related to child competence; (3) a parental first admission late in the child's life would be associated with higher child competency scores; and (4) in its effect on competence, present age of child would interact with chronicity of disorder and age of child at parent's first admission. (Author/RH)

ED 237 240 PS 013 997

Downs, A. Chris; Nelson, Susan
Preschool Teachers' Reactions to Attractive and Unattractive Children: An Observational Study.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attention; Feedback; *Interpersonal Attraction; Physical Activity Level; *Physical Characteristics; *Preschool Children; Preschool Education; *Preschool Teachers; Social Networks; *Student Behavior; *Teacher Behavior
IDENTIFIERS- *Physical Attractiveness

Teacher's behavior toward preschool children varying in attractiveness and children's behavior toward their teachers were investigated. Participating were 64 preschool children and 9 teachers. Children, who attended a private preschool in Houston, Texas, were white, equally divided by sex and age, and from middle-income homes. A group of 30 adult raters determined the attractiveness of the children prior to data collection by rating standard posed photographs of the children. Nine student behaviors judged of interest were categorized as teacher/nonteacher directed, positive/negative, and proximal/physical. Teacher behaviors falling within five response categories were evaluated as positive, negative, or neutral. Observations were made during unstructured play times by 10 undergraduate observers trained in the use of a behavioral checklist; teachers were unaware that they were being observed. Results indicated that behavioral differences do seem to exist between attractive and unattractive children; specifically, unattractive subjects showed higher activity levels. In addition, teachers appeared to react more favorably to children rated as attractive than to those rated unattractive. (RH)

ED 237 255 RC 014 128

Rural Student Vocational Program (RSVP) and Housing Guide for Parents and Students and Work Supervisor's Guide.

Rural Student Vocational Program, Wasilla, AK.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Career Exploration; Guidelines; High Schools; Pamphlets; Program Descriptions; *Rural Schools; *School Business Relationship; *School Community Relationship; Vocational Interests; *Work Experience Programs
IDENTIFIERS- PF Project

The purpose of the Rural Student Vocational Program (RSVP) is to provide rural high school vocational students with work and other experiences related to their career objective. Students from outlying schools travel to Anchorage, Fairbanks, or Juneau (Alaska) to participate in two weeks of work experience with cooperating agencies and businesses. They are placed in work stations related to vocational courses being offered in the rural high schools served by the program. Students receive no salary or stipend, but are provided round trip transportation, room, and board in RSVP or parent-arranged homes. The three pamphlets which make up this document describe the program, list the advantages to the participating students, list the advantages to industry and the community, discuss the housing parents' and the students' responsibilities, and describe the work station procedures. A checklist to be used by work station supervisors for student orientation is also included. (JW)

ED 237 387 SO 015 075

Knop, Sheila A.
Colorado Population Changes: A Source Book for Education Planners and Policy Makers.
Colorado Commission on Higher Education, Denver. Colorado Lifelong Learning Project.
SPONS. AGENCY- Education Commission of the States, Denver, Colo.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 83
AVAILABLE FROM- Sheila A. Knop, 2608 Avocet Rd., Fort Collins, CO 80526 ($8.00, checks must be payable to the University of Colorado at Boulder).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- Adult Education; Census Figures; Charts; Comparative Analysis; Data Collection; Demography; Educational Needs; Educational Planning; Employment Patterns; Employment Statistics; Geographic Distribution; Geographic Regions; Hispanic Americans; Low Income Counties; Metropolitan Areas; Population Distribution; *Population Growth; *Population Trends; Profiles; Racial Distribution; Rural Areas; School Demography; Spanish Speaking; Statistical Surveys; Urban Areas
IDENTIFIERS- *Colorado; Policymakers; *Population Information
The statewide population data presented in this document should assist education program planners and policymakers in making judgments about the priority educational needs of adults in different areas of Colorado. Arranged into 4 major sections, the document presents over 35 statistical tables about Colorado's population size and growth, age and sex characteristics, urban and rural distribution, race and Spanish-origin, family and household size, marital status, household income, educational characteristics, labor force characteristics, and in-migration. The first section provides background information for users of Census and Source Book data. The second section examines Colorado's population as a whole, with comparisons between 1970 and 1980, and between Colorado and nationwide data. The third section allows comparisons to be made within the state, by presenting population characteristics of people living in eight multi-county areas. The appendices include data for each of Colorado's 63 counties and 4 geographic regions, and a sample survey questionnaire. According to the data, two rural regions, the San Luis Valley and the South East, are less affluent than their urban and metropolitan counterparts, with greater proportions of agricultural and government workers, young children and older people, and adults with less than 12 years of schooling. (LH)

ED 237 448 SP 022 533

Dickmann, Leonore W.
Truthfulness in the Curriculum: A Case for Including Ethics.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Credibility; *Curriculum Development; Elementary Secondary Education; *Ethical Instruction; *Ethics; Guidelines; Individual Characteristics; Opinion Papers; Student Development
IDENTIFIERS- *Honesty; PF Project; *Truth

Frequent use of credibility phrases such as "to be perfectly honest" and "frankly speaking" may lend credence to the description of this era as being the Age of Disbelief. It is not enough that truth is implied in a discussion, it must be made explicit verbally. What do students think when they see headlines that decry fraud, deception, and phoniness? One can only wonder if dishonest attitudes are being conveyed in the classroom by teachers. Perhaps it is time to include exercises in truthfulness as a valued component of the curriculum and to take a hard look at ethics. It may be helpful to think of objectives or competencies for a truthful individual such as: The individual is faithful to commitments, is able to separate facts from irrelevancies, expresses integrity, is honest with himself and others, is trustworthy, seeks to be precise in speaking, and is accurate in written work. Truthfulness as a criterion can help students think about today's concerns and the responsibilities that people have toward others. This paper concludes with a list of 25 starter strategies for stressing truthfulness in the curriculum. (DC)

ED 237 464 SP 022 609

Strickland, Dorothy S.
The Development of Language and Literacy: Essential Knowledge for Effective Teaching and Learning.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Beginning Teachers; *Cognitive Development; *English Instruction; Higher Education; Holistic Approach; *Language Acquisition; *Language Processing; Language Research; Language Skills; Linguistic Competence; Oral Language; Teacher Education; Teacher Effectiveness; Teaching Models; Written Language

Language learning is complex and mysterious--because of the many diverse factors that affect its development and because of the many unanswered questions about its nature. Even so, the efforts of countless researchers have provided sufficient knowledge to prompt some recommendations about how adults may nurture the language and literacy development of children. This paper, written especially for the beginning educator, brings together a body of essential knowledge about language and literacy development with implications for instruction and evaluation. Discussed are universals and differences in language development, and the relationship between language and thought. Research is reviewed on several areas of written language development, including: (1) connecting oral and written language; (2) linguistic awareness; (3) children's early writing development; and (4) interrelationships between oral and written language. Models for teaching language and literacy are also discussed, and the instructional implications of two, the holistic model and the subskills model, are detailed. These two models are also critiqued and compared, and an interactive approach, using aspects from both models, is suggested. The classroom as context for language learning is another topic of review. Implications, drawn from the research review, for instruction and evaluation are listed. (CJ)

ED 237 495 SP 023 326

Ayers, Jerry B.
Authoritarianism and Teacher Effectiveness.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Authoritarianism; Classroom Observation Techniques; *Classroom Techniques; Elementary Education; *Elementary School Teachers; Principals; Student Evaluation of Teacher Performance; *Student Teacher Relationship; Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Evaluation

A study tested the hypothesis that elementary school teachers who were less authoritarian in their beliefs were more effective in the classroom. The independent variable was the California F-scale score of the 142 subjects (all education graduates of Tennessee Technological University), while dependent variables were measures of classroom effectiveness as determined by students, principals, and independent observers. Career base-line data were collected on each subject in the form of grade point averages, Weighted Commons test scores of the National Teacher Examination, and American College Test scores. Principals' evaluations of graduate performance were obtained using an evaluation instrument that allowed for rating in: (1) subject matter competence; (2) relations with students; (3) appropriateness of assignments and academic expectations; and (4) overall classroom performance. Two different pupil evaluation forms were used for different aged students, but both were used to assess five dimensions of teacher behavior. Three direct classroom observation systems were employed by trained observers to assess, in a quantifiable manner, the behavior of teachers and students engaged in the teaching-learning process. Based on study results, presented in seven tables, it was concluded that less authoritarian elementary school teachers were more effective than more authoritarian ones. (JMK)

ED 237 357 SE 043 570

Scope and Sequence. Life Sciences, Physical Sciences, Earth and Space Sciences. A Summer Curriculum Development Project.

Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Biological Sciences; *Earth Science; Elementary Education; *Elementary School Science; *Physical Sciences; Science Curriculum; Science Education; *Space Sciences; *Units of Study

Presented is a booklet containing scope and sequence charts for kindergarten and grades 1 to 6 science units. Overviews and lists of major concepts for units in the life, physical, and earth/space sciences are provided in tables for each grade level. Also presented are seven complete units, one for each grade level. Following a table of contents, each unit is divided into two parts. The first part, consisting of a single page, presents unit overview and lists of major concepts and materials needed. The second part presents, in separate columns, activity titles and lists of skills fostered (first column), description of corresponding activity (second column), and related information for teachers (third column). Topic areas include observing seasonal changes (kindergarten), rocks (grade 1), night and day (grade 2), water cycle (grade 3), rocks and minerals (grade 4), earth's changing surface (grade 5), and the universe (grade 6). (JN)

ED 237 372 SO 014 863

Dianna, Michael A.
Vitalizing Your Social Studies Class with Role-Playing.
PUB DATE- 2 Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Curriculum Enrichment; Elementary Education; *Experiential Learning; Learning Activities; Perspective Taking; *Role Playing; *Social Studies; Teaching Methods
IDENTIFIERS- PF Project

Elementary school teachers are introduced to role playing as a device for encouraging students to understand and empathize with other people's attitudes, values, and feelings. Two approaches to classroom role playing are discussed. The first, set forth by Schaftel, includes the following steps: warming up, selecting role players, setting the stage, preparing the audience to be participating observers, enactment, discussion and evaluation, revised re-enactment, sharing experience, and generalizing. A shorter approach, suggested by Schuncke, involves a warm-up period during with the problem situation is introduced and discussed, the action period, and debriefing. Seven variations of role playing are outlined, including free play, pantomime, improvisation, puppetry, dramatization, sociodrama, and simulation games. Also listed are eight recommendations for successful role playing, and specific suggestions for role playing with hesitant students and with students comfortable with the activity. This paper concludes with a list of resources for incorporating role playing into the social studies curriculum. (LP)

ED 237 527 TM 830 761

Ediger, Marlow
Evaluating Pupil Achievement.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Achievement; Elementary Education; *Evaluation Methods; *Measurement Techniques; Social Studies; *Student Evaluation
To evaluate pupil achievement in the area of elementary school social studies, selected evaluation techniques are discussed and practical suggestions for implementation are offered. The discussed techniques include: (1) work samples, (2) rating scales, (3) checklists, (4) teacher observation, (5) sociometric devices, (6) anecdotal records, (7) written summaries, (8) dramatic activities, (9) standardized achievement tests, (10) standardized personality tests, (11) conferences with pupils, (12) conferences with parents, (13) using teacher made tests, (14) writing true-false items, (15) writing essay items, (16) writing multiple choice items, (17) writing completion tests, and (18) writing matching items. A section (containing six items) listed as Problems for Consideration and Discussion is included. (PN)

ED 237 544 TM 830 806

Beach, Robert H.
Evaluator Concerns Arising from Ideal Displacement.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Decision Making; *Evaluation Criteria; Evaluative Thinking; Evaluators; *Models; Predictor Variables
IDENTIFIERS- *Ideal Displacement

The making of a decision implies a choice between competing alternative solutions. In a decision-making context including multiple criteria, the criteria (or their related variables) are placed in relation to each other. This provides a comparison to some fixed point or origin, reducing the problem to one which can be solved by optimization as in the single criterion condition. It is also possible to conceive an "ideal" solution either as an independent entity or as a composite of the "best" aspects of all the criterion variables. The conceptualization of the "ideal" in a set of alternatives under decision is important because the addition of an extraneous alternative into the decision set can expand the decision boundary, thereby changing the location of the ideal point and reordering the alternatives relative to the ideal point. The demonstration that a non-optimal alternative can be made optimal by the addition of a new alternative into the strategy set (Ideal Displacement) can be made. For school evaluators and decision makers, these abstract issues become of pragmatic concern because the process by which alternatives are developed, weighted, and selected will have a profound impact on the quality of the decision made. (BW)

ED 237 578 TM 830 848

Baker, Linda

Spontaneous versus Instructed Use of Multiple Standards for Evaluating Comprehension: Effects of Age, Reading Proficiency, and Type of Standard.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-81-0100
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; Cognitive Style; *Evaluation Criteria; Grade 4; Grade 5; Intermediate Grades; *Prose; Reading Ability; *Reading Comprehension; *Reading Strategies; *Self Evaluation (Individuals)
IDENTIFIERS- *Comprehension Monitoring; Embedding (Grammar); *Embedding Transformations

Fourth and sixth grade children differing in reading proficiency read and commented on brief expository passages containing three different types of embedded problems (nonsense words, prior knowledge violations, and internal inconsistencies). Half of the children were specificially instructed as to the types of standards they should apply in order to detect the problems (lexical, external consistency, and internal consistency); the remaining children were simply instructed to look for problems. Both quantitative and qualitative differences in standard use were revealed by the children's comments about all parts of the passages. Older and better readers used more different standards and they used them more frequently than younger and poorer readers. The lexical standard was more likely to be adopted spontaneously than the other two standards and it was the only standard used by a substantial proportion of both younger and poorer readers. The results demonstrate that children differ in their ability to decide for themselves whether or not they understand but that their performance depends in part on the amount of guidance they are given. (Author)

ED 237 181 JC 830 846

Nespor, Jan K.; Roueche, Suanne D.
Studying Attrition by Studying Probation.
PUB DATE- 18 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTIONS- Academic Failure; *Academic Probation; Community Colleges; Correlation; Educational Research; Literacy; *Student Attrition; Two Year Colleges
IDENTIFIERS- PF Project

Factors to consider when studying attrition are: (1) the academic reasons students drop out or are suspended; (2) the institutional definitions of attrition; and (3) the procedures used to monitor the successes or failures of students. A recent University of Texas study of literacy developed at the community college included a mini-study of attrition, probation, and literacy. The major findings of this mini-study are that students on scholastic probation make an inordinate number of nonproductive grades, frequently repeat courses, frequently enroll in courses without completing the prerequisites, represent the college population as a whole, overly represent the black and Hispanic student population, and report similar problems that led them to academic trouble. They frequently are not aware of their probation status and/or do not know what it means to them academically. Those students who do acknowledge their scholastic probation standing often feel that the college has let them down. An additonal finding is that students seeking counseling and accepting placement advice are uncertain about their academic future. Studying scholastic probation in order to study attrition is a legitimate alternative to studying attrition "after the fact." (EM)

ED 237 212 PS 013 960

Brenes, Carmen C.; Westerman, Michael A.
Mothers' Contribution to an Early Intervention Program for Hispanic Children.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Child Development; Ethnic Groups; Intervention; Lower Class; *Mothers; *Parent Child Relationship; *Parent Role; *Personality Traits; Pretests Posttests; *Puerto Ricans; *Young Children
IDENTIFIERS- Ego Development Theory

The effect of maternal personality characteristics and interaction behavior on interventions with children was investigated among 210 Puerto Rican mother/child dyads of low socioeconomic status. Mothers' and children's personality characteristics were assessed according to numerous and varied paper-and-pencil tests. Measures of children's performance included four aspects of role playing and nine dimensions of ego functioning; measures of mothers included aspects of personality orientation and level of ego development. Additionally, (1) each child's mother and teacher were asked to evaluate the child on several measures, (2) mother/child interaction was assessed by direct observation in a treatment analog, (3) each mother was pretested and posttested, and (4) a subgroup of 40 mothers participated in a videotaped structured interaction task. Findings generally indicated that the mother's ego development level, self-regard, self-acceptance, acceptance of aggression, and trait anxiety were related to the child's relationships with others and to the development of more adaptive person relations. (RH)

ED 237 298 RC 014 476

Barker, Bruce O.; Muse, Ivan D.

A Research Report of Small/Rural School Districts in Oklahoma Compared to School Districts of Similiar Size Nationwide.

PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Athletics; Comparative Analysis; *Curriculum; Declining Enrollment; Educational Finance; Educational Resources; Elementary Secondary Education; Profiles; Rural Schools; *School Districts; School Size; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries; Transportation
IDENTIFIERS- *Oklahoma

The study compared nationwide research findings about the districts, superintendents, teachers, programs, and student performance in 642 public school districts with an enrollment of 900 or less to data from a random sample of school districts of similar size in Oklahoma. Data were gathered from superintendents by questionnaire during the 1982-83 school year. Forty five of Oklahoma's 601 school districts, or 64.3 of those surveyed, responded. Although Oklahoma's small school districts closely matched national averages in enrollments, few reported declining enrollments. Oklahoma districts were geographically smaller than average and the last bond issue was half the size of such issues nationally. Oklahoma small school superintendents held more masters and doctoral degrees than the national average, and were rewarded with better salaries. Over 97% held full-time superintendent positions. Teacher salaries were also above average while teaching staff size and teacher/student ratios were close to national averages. Although student performance was slightly lower than average on the National Merit Examination and the Scholastic Aptitude Test, 38.8% of graduating seniors went on to college compared to 38.6% nationally. Oklahoma districts offered fewer sports than average and their utilization of academic and resource personnel generally fell somewhat below national averages. (SB)

ED 237 328 SE 043 412

Mathematics for Georgia Middle Grades.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Career Awareness; *Curriculum Development; Curriculum Guides; Educational Objectives; Elementary Secondary Education; Evaluation Methods; *Learning Activities; *Mathematics Anxiety; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Problem Solving; Resource Materials
IDENTIFIERS- *Georgia

This eight part guide was developed to assist individuals in improving mathematics education in Georgia schools, particularly in planning curriculum at the local level. The guide was prepared on the basis of successful teaching practices and recommendations from recognized educators. Information regarding considerations unique to teaching the middle grade learner is given. In addition, issues in mathematics education today such as how to teach problem-solving, how to use technology, and how to overcome mathematics anxiety are addressed. Also included are suggestions for ways teachers can plan student activities that help middle grade learners acquire the appropriate mathematical concepts and skills. The guide is divided into five major sections: (1) developing curriculum; (2) setting instructional goals/objectives; (3) planning instruction; (4) evaluating mathematics learning; and (5) a bibliography of instructional resources. Provided in additional sections are: appendices (containing a statement on organization for the essentials of education and a National Council of Supervisors of Mathematics position paper on basic mathematics skills); a glossary; and suggested career awareness activities. (JN)

ED 237 343 SE 043 554

Rohlen, Thomas P.
Japan's High Schools.
REPORT NO.- ISBN-0-520-04801-6
PUB DATE- 83
AVAILABLE FROM- University of California Press, 2120 Berkeley Way, Berkeley, CA 94720.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *College Entrance Examinations; Cultural Context; Delinquency; Educational History; *Educational Policy; *Educational Practices; Extracurricular Activities; Foreign Countries; Higher Education; *High Schools; Politics; *School Organization; Sex Differences; *Student Characteristics; Teacher Characteristics; Teaching Methods; Textbooks
IDENTIFIERS- *Japan

The author, an anthropologist, spent 14 months (1974-75) in the industrial port city of Kobe (Japan) observing a cross section of urban high schools, including Japan's most elite private school and a night vocational school plagued by absenteeism and delinquency. He reports on the character of the institutions and of the experience via descriptions of school organization, classroom instruction, teacher/union politics, textbooks, adolescent peer relations, and extracurricular activities. Placing this ethnographic detail into a larger societal context, several factors that shape Japanese high schools are examined: the fiercely competitive university entrance system; the history of secondary education as it has been changed by modernization, nationalism, and the American occupation; and differences in student social background. In turn, the impact of high school education on contemporary Japan is assessed from the perspectives of social equality, Japanese culture, and national efficiency. The inherent contradictions among these considerations are explored, concluding that education's role in providing Japan with a well-trained, highly disciplined work force is accomplished by significant human/cultural costs. Narrowness of the learning process and improvement of instructional spirit are contrasted with very real accomplishments in teaching the basics and in socializing students to high levels of productive behavior. (JN)

ED 237 403 SO 015 143

Federman, Joel
Toward a World Peace Movement.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Disarmament; Fine Arts; *Global Approach; *International Organizations; Justice; Nuclear Warfare; *Peace; Political Attitudes; Political Socialization; School Role; *Social Action; Social Attitudes; Social Change
IDENTIFIERS- *Anti Nuclear Movement; Freedom; Nonviolence

A course of direction is charted for the anti-nuclear movement. Concern over the growing nuclear arsenals has grown considerably over the last two years for several reasons, including the educational efforts of several anti-nuclear groups, and the publication of several books, such as Jonathan Schell's "The Fate of the Earth." Until now, the anti-nuclear movement has, for the most part, been a reaction to an increasing climate of fear. The participants in this movement need to inspire in people confidence to rise above the situation; they need to turn the movement into a force for positive change, into a movement for world peace. To do this, the movement would have to become a global movement--and there are many signs that it is emerging as such. The anti-nuclear movement must commit itself to a process that will bring civilization by degrees toward an ever-closer approximation of the ideal of peace. In the quest for peace, the art that must be practiced but that can never be perfected is nonviolence. The movement must, therefore, attempt to enhance the conditions under which nonviolence flourishes; it must call internationally for both justice and freedom. It must use education and the arts to encourage an understanding of peace. (RM)

ED 237 480 SP 023 304

Mayhew, Harry C.
Related Research on Class Size.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Academic Achievement; Classroom Research; *Classroom Techniques; *Class Size; Elementary Secondary Education; *Student Teacher Ratio; Teacher Attitudes; *Teacher Effectiveness

A bibliographic study was made of current research on class size, providing an historical overview of selected class size studies and a review of conclusions applicable to class size. A central theme which runs through the literature concerning class size reduction is that academic achievement does not necessarily improve when student-faculty ratios are reduced, unless appropriate learning styles and effective teaching styles are utilized. It is evident that no single class size is best for all levels of education and all subjects. A number of factors must be considered, such as subject taught and grade level, when considering the best class size. The literature indicates the need for additional study on class size related to the myriad variables which affect the best class size, particularly studies conducted over a long period of time. (JD)

ED 237 510 SP 023 465

Wheeler, Alan H.
Response to the Need for Quality: The School of Education at Radford University.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Standards; College School Cooperation; *Educational Change; *Educational Improvement; *Educational Quality; Futures (of Society); Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Schools of Education; Teacher Education Programs; Teacher Educators
IDENTIFIERS- *Radford University VA

Current negative attitudes about the future of schools of education can be reversed if teacher educators reorganize, regroup, and rethink their position and change what they have historically been doing. The School of Education faculty at Radford University (Virginia) has undergone such a process and has: (1) assumed leadership in initiating partnerships and links with inservice colleagues; (2) initiated changes in the delivery mode of inservice education; (3) developed a mission/philosophy which reflects the School of Education's goals; and (4) implemented major curriculum changes that more appropriately address the educational needs of clients. Eight specific steps have been taken to further the goals of the School of Education: (1) raising admission standards; (2) development of a competency based curriculum; (3) implementation of a four-year field oriented program; (4) development of exit criteria for teacher education graduates; (5) development of a governance structure that is consistent with National Council for the Accreditation of Teacher Education and Virginia State Department of Education standards; (6) establishment of new linkages and collaborative partnerships with the public schools; (7) establishment of a partnership with a selected high school; and (8) formation of a partnership with the National Education Association and the Virginia Education Association to develop a four-year assessment of its preservice programs. (CJB)

ED 237 561 TM 830 825

MacDonald, Judith B.
Group Discussions: Settings for Educational Analysis and Evaluation.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Observation Techniques; Discourse Analysis; *Discussion (Teaching Technique); Elementary Secondary Education; *Evaluation Methods; Grade 6; Grade 7; *Group Discussion; Social Studies; *Student Evaluation; Tape Recordings; *Teacher Effectiveness

As standardized tests receive more critical scrutiny and fall into more disfavor, members of the educational community search for alternative measures of assessing schooling and learning. If one of the goals of education in a democracy is to encourage students to express, develop and share ideas, the discussion setting is a logical arena in which to investigate and evaluate learning and teaching. Although the data generated from examining teacher-student discourse may fit less neatly into traditional patterns of evaluation, it is suggested in this paper that such discourse can provide pertinent information about teaching styles and student learning which cannot be gleaned from standardized tests. (Author)

Owen, Sharon K.; And Others
Evaluation of Project School to Work: A Monograph.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; Washington State Dept. of Employment Security, Olympia.
PUB DATE- Jul 81
CONTRACT- 32-10-0537
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Career Education; Consortia; *Demonstration Programs; *Job Skills; Models; Political Issues; Program Effectiveness; *Program Evaluation; Program Validation; Public Schools; Secondary Education; *Skill Development; Vocational Education
IDENTIFIERS- Comprehensive Employment and Training Act Title IV;

*Project School to Work; *Replication

The purpose of the study described here was to determine if Project School to Work, which involved funding (through Title IV of the Comprehensive Employment and Training Act) a team of facilitators to help a consortium of schools plan and implement career education programs, could be replicated. Three things were looked at: (1) what had taken place in participating school districts so a model could be described; (2) whether participants regarded the project as successful; and (3) the legislative climate, a very special set of circumstances that are said to have made the project possible in the first place. The study had to determine whether conditions resulting in these circumstances were likely to remain the same or to change. Two different aspects of the climate for replicability were studied--issues surrounding dissemination and validation of the project, and emerging policy trends. It is concluded that Project School to Work was successful and can be replicated. Recommendations are given for workshops, the development of a community resource system, pursuit of State validation, and possible adaptations in the project. The assessment process, tables of results, and validation application guidelines appear in lengthy appendices, and results of the Career Skills Assessment, a battery of tests given to a sample of participants, are contained in an addendum. (CMG)

ED 237 197 PS 013 905

Jones, Russell T.; Haney, Janell I.
Refinement of a Primary Preventive Approach to Fire Emergencies: A Comparison of External and Self-Instruction Strategies for Training and Maintaining Fire Emergency Responding.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Black Youth; Comparative Analysis; *Elementary School Students; *Emergency Programs; Generalization; Grade 3; Long Term Memory; Pretests Posttests; Prevention; Primary Education; *Safety Education; *Training Methods; Transfer of Training
IDENTIFIERS- *Fire Drills

A study was conducted to investigate the effectiveness of two procedures (1) in training children to perform sequences of emergency fire responses and (2) in facilitating long-term maintenance of correct responses. Subjects, 47 black third-grade children, were divided into external instruction, self-instruction, and control groups. In the self-instruction condition, children were trained to verbalize, monitor, evaluate, and reinforce themselves at different phases of responding; such self-instruction was omitted from the external instruction condition to establish a more passive involvement. All three groups were pretested and posttested. Children in training received additional assessments at 2 and 4 weeks and at 2, 3, 4, and 8 months following training. Generalization to an untrained situation and transfer of training to a second in-school setting and to a home setting were tested on a noncomprehensive basis. Results indicated that both training methods resulted in high levels of skill acquisition, a slight decline in response mainterance over the subsequent 4 months, and a substantial drop in maintenance over the second 4 months. Scores of subjects receiving external instruction declined more during the second 4 months than had both groups' scores during the first 4 months; they also declined more during the second 4 months than those of subjects receiving self-instruction. A high degree of generalization to an untrained response, a high degree of transfer to the second in-school setting, and moderate generalization to the home setting were found for both instruction groups. (Results are discussed with reference to factors potentially contributing to response maintenance.) (RH)

ED 237 270 RC 014 433

Braglio-Luther, Vicki; Spencer, Gregory P.
Community Skills Training: A Collaborative Approach.
Partnership for Rural Improvement, Pullman, Wash.
PUB DATE- 77
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; *Agency Cooperation; Communication

Skills; *Community Development; Community Services; Coordination; Decision Making; Experiential Learning; Group Dynamics; *Networks; Power Structure; Problem Solving; Program Design; Public Officials; *Rural Areas; *Skill Development; *Workshops
IDENTIFIERS- Partnership for Rural Improvement; Washington (Stevens County)

A series of four workshops for community administrators and public agency program directors in rural Stevens County, Washington, was intended to introduce and support the idea of networks among rural agencies and to increase community development skills in communication, problem solving, community organization, and group process. Trainers designed the content, theme, and activities in response to a needs assessment completed by participants, who were mostly relative newcomers to the county. The largely experiential training was designed to develop closer working relationships with the community, the ability to diagnose community power, and an understanding of decision making. Trainers developed materials and specific activities that reflected the rural isolated setting, the scarcity of resources, and the need for collaboration for increased effectiveness in areas such as Stevens County. They used feedback to modify the training as needs arose during the workshops. Activities were related to leadership styles, communication, communication skills, problem solving, conducting meetings, and group development and effectiveness. After the series, participants reported more effective working relationships within and among agencies, a greater awareness of the decision-making process, and a greater ability to effect change. Four training designs are included; these serve as the basic outline of the series. (SB)

ED 237 284 RC 014 457

Allen, Jack E., Comp.
Report of Rural Education Advisory Committee.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 83
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Role; Definitions; Educational Finance; Educational Quality; Educational Research; *Educational Resources; Information Needs; Population Trends; Relationship; *Research Needs; Rural Areas; *Rural Education; *Rural Urban Differences; *Teacher Education; Teachers
IDENTIFIERS- *Northwest Regional Educational Laboratory

Out of concern that agencies with the power and ability to provide much-needed research and development resources to help solve rural education problems will likely put their efforts into solving more visible urban problems, the Northwest Regional Educational Laboratory's Rural Education Advisory committee met in 1983 to justify the need for specific and individual research and development attention for rural schools. The committee defined rural schools as being outside the regular service boundaries of metropolitan areas; averaging no more than one classroom per grade level per school site; being geographically isolated; and being defined by state law as rural, remote, isolated, or small. The committee's rationale for research and development attention for rural schools included lack of the human, fiscal, community, and professional development resources frequently available in metropolitan schools; inadequate teacher preparation for rural teaching; differing administrative roles and responsibilities; differing staff relationships; unique personal and learning characteristics of rural students; rural population increases; inadequate preparation for technology; and inability to duplicate metropolitan education in rural areas. The committee recommended that research and development for rural areas focus on finance, staff training and attrition, population trends, and access to information. (SB)

ED 237 313 SE 041 742

Gosselink, James
Tidal Marshes: The Boundary between Land and Ocean.
Louisiana State Univ., Baton Rouge. Center for Wetland Resources.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, D.C.
REPORT NO.- FWS/OBS-80/15

PUB DATE- Jul 80
AVAILABLE FROM- Information Transfer Specialist, National Coastal Ecosystems Team, U.S. Fish and Wildlife Service, NASA-Slidell Computer Complex, 1010 Gause Blvd., Slidell, Louisiana 70458.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Ecology; Environmental Education; *Marine Biology; *Natural Resources; Resource Materials
IDENTIFIERS- PF Project; *Tidal Marshes; *United States (Gulf Coast)

An overview of the ecology of the tidal marshes along the gulf coast of the United States is presented. The following topics are included: (1) the human impact on tidal marshes; (2) the geologic origins of tidal marshes; (3) a description of the physical characteristics and ecosystem of the marshlands; (4) a description of the marshland food chain and the resulting high yield in commercial animal species; and (5) the economic and aesthetic value of tidal marshes. Drawings and diagrams show how marshlands form, the animal and plant life they support, the spawning patterns of the brown shrimp, a simple example of a marsh-estuary food chain, and the life cycle of some of the animals and plants. References are included. (JW)

ED 237 418 SO 015 174

Lillemyr, Ole Fredrik
Achievement Motivation as a Factor in Self-Perceptions.
SPONS. AGENCY- Norwegian Research Council for Science and the Humanities.
PUB DATE- 83
GRANT- 12-75-10-034
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Achievement Need; Behavior; Comparative Education; Developmental Psychology; Educational Research; Elementary Education; Failure; Foreign Countries; *Motivation; Motivation Techniques; *Music Education; *Self Esteem; Success
IDENTIFIERS- *Norway

The Student Motivation for Musical Activities in Elementary School project was conducted between 1982 and 1983 with 3 main purposes: to study problems of motivation in the classroom, to examine factors significant to student motivation for general music program activities, and to obtain empirical foundations for the development of teaching strategies for enhancing student motivation in school. Four instruments--the Self Perception Inventory, the Perceived Competence Scale, the Achievement Motives Scale, and an Interest in School Music Scale developed by the author--measured self-confidence, perceived confidence in school, interest in music activities, and achievement motivation in 381 fourth graders in 8 elementary schools in Trondheim, Norway. The results indicated that achievement motives are important factors in characterizing student groups as to self-perceptions, some aspects of self-perception were fundamental sources of achievement motivation, and several aspects of self-perception and two achievement motives contributed significantly to student interest in school music. A bibliography and six tables are included. (Author/LP)

ED 237 433 SO 015 189

Social Studies: A Maryland Curricular Framework.

Maryland State Dept. of Education, Baltimore.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Curriculum Development; Curriculum Evaluation; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Evaluation Criteria; Skill Development; *Social Studies; State Curriculum Guides
IDENTIFIERS- *Maryland

Local Maryland school systems are provided with a structure for developing and designing comprehensive K-12 social studies programs. The first of four sections discusses philosophy, defining social studies and placing it within the context of society, the learner, and the school curriculum. Social studies goals and their respective subgoals are outlined in the second section. Seven goals focus on understanding political and economic principles and processes, America's heterogeneous society, the diversity of world culture, global interdependence, the roles of culture and technology, skills development, and the development of democratic attitudes. The third section illustrates how sample objectives may be treated at various grade levels. The final section is a guide for assessing existing curricula and developing new curricula. The material is organized around philosophy, goals, scope and sequence, and classroom instructional units. Each component is described in terms of its purpose, specific elements, and possible assessment and development. Examples from the existing Maryland curriculum guide and local curricula are given. The appendices contain sample graduation competency requirements, abridged National Council for the Social Studies curriculum guidelines, and lists of members of the Maryland social studies task force and review panel. (LP)

ED 237 528 TM 830 774

Cunningham, Sandra; And Others

IER Criterion-Referenced Mathematics Objective and Item Bank: A Bank of Mathematics Objectives and Test Items for Grades One through Eight.

Institute for Educational Research, Glen Ellyn, IL. IER Test Development and Service Center.
PUB DATE- 79

AVAILABLE FROM- Institute for Educational Research, 793 N. Main St., Glen Ellyn, IL 60137 ($95.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Arithmetic; Charts; *Criterion Referenced Tests; Decimal Fractions; Educational Objectives; Elementary Education; *Elementary School Mathematics; Geometry; Graphs; Integers; *Item Banks; Latent Trait Theory; Mathematics Achievement; *Multiple Choice Tests; Numbers; Problem Solving; *Quantitative Tests; Test Construction; Test Items
IDENTIFIERS- Rasch Model

The mathematics objective-item bank contains 100 objectives each represented by five to eight multiple choice items. Grade levels covered are one through eight. The objectives deal with such topics as decimals, fractions, geometry, graphs and charts, integers, numeration, problem solving, and whole number operations. The items have been field tested on students in 32 school districts and have been calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of mathematics achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing. (Author)

ED 237 226 PS 013 979

Kokes, Ronald F.; And Others
Competent Children at Risk: Their Parents and Families. 2. Markers of Competent Children.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Affective Behavior; Age Differences; *Children; *Competence; Elementary Education; Emotional Disturbances; Family Characteristics; *High Risk Persons; Males; *Mothers; Parent Background; *Parent Influence; Patients; *Psychopathology; Stress Variables
IDENTIFIERS- Social Interaction

Hypotheses presented in an initial report of this study were tested and, in general, all were supported. Maternal diagnosis, chronicity, and age of onset with regard to the child and to parent/child interaction were significantly associated with child competence. However, effects of these factors were not consistent across age of child or child environment. Affective diagnosis and chronicity of emotional illness were found to have strong associations with competence. When school competence ratings were used to define high versus low competence, affective diagnoses of mothers hospitalized for psychiatric disorders appeared to have a great effect on older children (10 years old), while chronicity of mothers' emotional illness more highly affected younger children (7 years old). When parent ratings were used to define high versus low functioning, affective diagnoses of mothers were significantly related to competence of children at both ages, while chronicity of illness again was related to competence only in the younger group. Indexes of balance and warmth of parent/child interactions were significantly related to child competence when defined by school ratings, but not when defined by parent ratings. Data are discussed in relationship to the need for multiple indexes of competence and with respect to the requirements of children at risk in different age groups. Also, suggestions are offered regarding the compensatory effect of the nondisturbed parent through the influence of an affective family interaction construct. (Author/RH)

ED 237 241 PS 013 998

Downs, A. Chris; Reagan, Mary A.
Recognition, Development and Correlates of Self-Defined Physical Attractiveness among Young Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; Observation; Parents; Peer Evaluation; *Physical Characteristics; *Preschool Children; Preschool Education; Preschool Teachers; Questionnaires; *Self Concept; Sex Differences; *Socialization; *Student Behavior; Student Evaluation
IDENTIFIERS- *Physical Attractiveness; *Self Definition

A study was conducted to investigate issues related to the development of preschool children's self-definitions of attractiveness. Research questions were (1) At what ages can children state a self-definition of attractiveness? (2) Are self-definitions temporally stable? (3) To what degree are children's self-judgments similar to judgments made of them by socializers? and, (4) What is the relationship of children's self-judgments of their attractiveness to their behavior and to verbal reports of their behavior? A sample of 140 subjects included equal numbers of male and female white preschool children, 3 through 6 years of age, and their parents, teachers, and peers. Self-definitions of attractiveness were obtained by asking children to rate themselves on a three-point scale while looking in a mirror; self-definitions were obtained again 2 weeks later. Children were also asked to rate their own behaviors and were observed for positive and negative behaviors during free play. Additionally, parents and teachers rated each child's behaviors, and peers rated each child's attractiveness. Results indicated that children at all ages seem able to report self-judgments of attractiveness and that such reports exhibit short-term stability. Other findings indicated that self-judgments were more related to verbal reports of behavior than to observed playground behavior and that age and sex differences exist in the relationship of children's self-judgments to judgments made of them by socializers and other adult raters. (RH)

ED 237 256 RC 014 133

Knautz, Robert F.
End the Winter Doldrums--Think Mini!
PUB DATE- Apr 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTIONS- Community Cooperation; Community Resources; *Elective Courses; High Schools; *Human Resources; *Minicourses; Program Descriptions; Program Development; Scheduling; *School Community Relationship; Student Interests
IDENTIFIERS- Course Titles; PF Project; Teacher Initiated Activities

Designed for high school teachers and administrators, this compilation of two journal articles, a bibliography, and a course list describes how one school took two days between semesters, abandoned regular schedules, and offered special minicourses suited to the talents of the staff and community. Minicourses are seen as a way to broaden horizons, expand interests, explore career choices, and break the routine of a long school year. The first article (from the NASSP Bulletin) presents practical suggestions concerning the organization and implementation of minicourses. Included are tips for scheduling, registration, making room assignments, and obtaining medical waivers and parental permission for off-campus courses. The second article (from the Illinois Career Education Journal; v35 n2 1978) further describes the benefits of these minicourse sessions to students and their community, and touches on sources of instructors, future plans, and spin-off effects of minicourses. Appendices include a supporting bibliography of 12 references and a list of nearly 200 minicourses offered between 1977 and 1980. (LH)

ED 237 358 SE 043 571

Brown, Patricia A.; And Others
Mathematics. MDC-Squared Review Guide. Course III. A Co-Ser Project of the Cortland-Madison BOCES.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Algebra; *Functions (Mathematics); *Geometry; High Schools; *Learning Activities; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Numbers; Probability; *Secondary School Mathematics; Statistics; *Trigonometry
IDENTIFIERS- *Logarithms; New York

This review guide, prepared as an aid to teachers of Course III, starts with a pre-test review of Course II topics found again in Course III. The five units of Course III, as outlined in the New York State Syllabus, are then separated into nine smaller units. These include: real numbers; complex numbers; functions; logarithms; trigonometry; geometry of the circle; transformational geometry; probability; and statistics. Each unit is separated by topic area into suggested homework assignments/activities consisting of problems drawn from past regents examinations and excerpts from available Course III, geometry, intermediate, and advanced algebra textbooks. A table of contents indicating specific topics addressed precedes each unit. Answer keys for assignments are included at the end of the guide. (JN)

ED 237 373 SO 014 864

Hueston, Stephen P.
Bolshevik Revolution.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Conflict Resolution; Educational Games; High Schools; Instructional Materials; *Learning Activities; Models; *Political Power; Political Science; *Revolution; *Simulation; Social Studies; World History
IDENTIFIERS- PF Project; *Russian History; *USSR

Suitable for use in a high school social studies course, this class game simulates the political interaction and general unrest in the nine-month period following the death of Tsar Nicholas II in Russia in 1917. Eight class groups take the roles of the leaders of the following political factions: the bourgeoisie, nobility, Socialist revolutionaries, Mensheviks, moderate Bolsheviks, radical Bolsheviks, the army, and the navy. Each group begins with a number of power points, ranging from 200 for the bourgeoisie to 20 for the navy. In each of 9 rounds of play, representing the 9 months of action, 8 operations are performed as follows: election of ministers, organization of government, confidence vote, determination of number of dissidents, reform legislation, reductions of Mensheviks and Socialist Revolutionaries, riots of workers and peasants, and influence of other dissidents. Each of these operations is described in detail and the point award system for determining winning groups is explained. (LP)

ED 237 449 SP 022 536

Dickmann, Leonore W.

Purposiveness: A Dimension of the Curriculum To Foster Excellence.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Achievement; Decision Making; Elementary Secondary Education; *Goal Orientation; *Individual Development; Learning Activities; Opinion Papers; Psychological Needs; *Self Concept; Self Esteem; Student Development; Teaching Methods
IDENTIFIERS- PF Project

Self-management theory proposes that an individual organize activities around a set of goals that are carefully considered. These goals can help students develop a positive self-concept which in turn correlates with higher achievement. Primary grade teachers generally have ways in which to help learners see themselves as worthy, while in the middle grades this tapers off. In secondary schools, where subject matter assumes major importance, positive self-concept development often is missing altogether. Educators can do no less for students than to help them value education as a purposeful activity the aim of which is to inspire goal-oriented behavior that allows them to make conscious decisions about themselves and to be in control of their destiny--self-determined, self-directed, and self-committed. At the conclusion of this paper, a five-step plan for motivating purposeful thought is followed by 25 ways to foster purposiveness. (KC)

ED 237 465 SP 022 610

McDonald, Frederick J.
A Resource-Allocation Theory of Classroom Management.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Beginning Teachers; Classroom Environment; Classroom Research; *Classroom Techniques; *Cognitive Processes; *Educational Strategies; Elementary Secondary Education; *Instructional Development; *Resource Allocation; Teacher Education; Teacher Effectiveness; *Time Blocks
IDENTIFIERS- Direct Instruction Model

A fresh approach to classroom management, which responds both to the present body of knowledge in this area and extends to beginning teachers a practical, flexible, and simple method of maintaining classroom control, is presented. Shortcomings of previous management theories (in particular, the Direct Instruction Model) are discussed, and the need for empirical verification of such theories is pointed out. Research is reviewed to illustrate a theory of classroom management that: (1) uses the fact that combinations of teaching behaviors mediate instructional effectiveness; and (2) offers a description of causal mechanisms that account for that mediation. A study of three invariant characteristics of teaching behavior (teaching behavior is time-bound, linear and sequential, and interdependent on other teaching behaviors) is made to interpret classroom interactions. The resource-allocation theory of classroom management, in which the teacher allots time across and within information-processing tasks, is then discussed in terms of effective management and information-processing resources needed by pupils. Propositions and hypotheses related to this resource-allocation theory are listed, as are guidelines for preparing the beginning teacher. (CJ)

ED 237 481 SP 023 305

O'Bryan-Garland, Sharon; Moore, Joe M.
Attitudes of Selected Groups toward Issues in Junior High/Middle School Classroom Management.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Attitudes; Attendance; *Attitudes; Boards of Education; *Classroom Techniques; *Discipline; *Drug Use; *Junior High Schools; Junior High School Students; Middle Schools; Parent Attitudes; Parent Responsibility; Principals; School Counselors; Student Attitudes; *Student Behavior; Student Teachers; Teacher Attitudes
IDENTIFIERS- Texas

A study analyzed current perceptions of selected school board members, superintendents, principals, counselors, teachers, preservice teachers, students, and parents, in three areas of Texas representing urban, suburban, and rural areas (N=190), toward topics related to discipline, classroom management, drugs, absenteeism, and behavioral responsiblilty within the junior high/middle school setting. The survey questionnaire was designed to replicate the Gallup Poll at local levels, and state responses on specific items were compared to national responses. The data indicated a definite polarization of perception of discipline problems and consequently of classroom management. Preservice teachers, parents, and students believed that discipline is a "fairly serious" problem, while school personnel felt it is "not too serious." Teachers and students believed stealing is a problem, while other groups did not. Excepting 72 percent of the teachers, all groups perceived that good classroom management comes from teachers who motivate and interest students in learning. Preservice teachers believed marijuana and alcohol were serious problems; teachers and counselors believed they were not a problem. All groups were undecided as to the proper action to be taken on absenteeism. Study findings also indicated a desire for more responsiblity on the part of parents for their child's behavior. Other study findings are discussed and 27 tables and 3 figures are included. (JMK)

ED 237 496 SP 023 329

Posey, Josephine M.; Wollenberg, John P.

Learning Style, Achievement, Aptitude, and Attitudinal Variables Related to Preservice Teachers' Performance on Criterion-Referenced Tests in Reading.

PUB DATE- Nov 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Academic Achievement; Cognitive Processes; Criterion Referenced Tests; *Education Courses; *Education Majors; Grade Point Average; Higher Education; *Predictor Variables; Preservice Teacher Education; Reading Attitudes; Reading Comprehension; *Reading Instruction; Vocabulary Skills

A study sought to determine if there were significant relationships among preservice teachers' learning style, attitude toward reading, composite score on the American College Test (ACT), declared major, high school grade point average, vocabulary score, and reading comprehension score in predicting performance in a basic skills course in reading instruction, as measured by four criterion-referenced tests. Subjects for the study were 70 preservice teachers enrolled in a basic skills course in reading instruction at a Mississippi university. Analyses of study data revealed five predictor models for achievement on individual scores and the summative score from four criterion-referenced tests. Vocabulary was the number one predictor for four of the five models, and reading comprehension was the number one predictor for one of the models. An examination of subscales associated with learning style revealed both positive and negative significant correlations with achievement in a basic skills course in reading instruction depending on the variables. Declared major and ACT scores and attitude toward reading were all positively correlated with some of the tests but not considered significant in the best predictor set. The study also includes eight tables and further discussion of results. (JMK)

ED 237 545 TM 830 807

Alexander, Livingston; And Others
A Factor Analytic Study of the Teaching Events Stress Inventory.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Burnout; *Elementary School Teachers; Elementary Secondary Education; Factor Analysis; *Factor Structure; *Measurement Techniques; Research Methodology; *Secondary School Teachers; *Stress Variables; *Teacher Attitudes
IDENTIFIERS- *Teaching Events Stress Inventory

The purpose of this study was to determine if definitive factors emerge from the responses of teachers to the Teaching Events Stress Inventory (TESI). In a series of three studies during the years 1980 to 1982, data were collected to assess the levels and sources of stress experienced by 660 teachers in central and western Kentucky. The subjects were public school teachers either enrolled as masters-level students or participants in inservice programs on teacher stress. The three data sets were combined and factor analysis using the varimax rotation was employed to determine the factor solutions for the total data set. This procedure produced five factors that were relatively stable and independent as well as logically sound. These were labeled as: (1) personal/professional threat, (2) interpersonal relationships, (3) racial issues, (4) non-contact teaching tasks, and (5) change in normal routine. (PN)

ED 237 562 TM 830 826

Cruise, Robert J.; And Others
An Analysis of School Achievement for Woodcock Reading Mastery Tests and Key Math Diagnostic Arithmetic Tests of Adolescents in a Psychiatric Hospital.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Achievement Gains; Adolescents; *Mathematics Achievement; Pretests Posttests; *Profiles; *Psychiatric Hospitals; Quantitative Tests; *Reading Achievement; Reading Tests; *Student Evaluation
IDENTIFIERS- *Keymath Diagnostic Arithmetic Test; *Woodcock Reading Mastery Test

A Harding School (Worthington, Ohio) population of 77 adolescent patients, ages 12 to 17. were administered the Woodcock Reading Mastery Tests and the Key Math Diagnostic Arithmetic Tests. Averages were calculated for the length of hospitalization, age at admission, full scale intelligence quotient (IQ), average grade equivalent gain for the total period, and the average grade equivalent gain per month. The expected grade achievement and the expected grade level were calculated for the reading and mathematics program, respectively. A Pearson's Product Moment Correlation was used to determine the relationship of pretest and posttest performance to years behind grade level, as well as between length of hospitalization and grade equivalent gain per month. Among the seven major results found were that (1) there is no significant correlation among the age at admission, IQ, and length of hospitalization, or between IQ and age at admission; (2) there is a significant negative correlation between years behind expected grade achievement and the pretest or posttest grade equivalent for Woodcock Reading and Key Math; and (3) there is no significant correlation between severity of psychiatric diagnosis and grade equivalent gain per month for the Woodcock Reading and Key Math. (PN)

ED 237 213 PS 013 961

The Education of the Handicapped Adolescent: The Transition from School to Working Life.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
REPORT NO.- ISBN-92-64-12438-1
PUB DATE- 83
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006-4582 ($15.00; No shipping charge on pre-paid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adolescents; Career Counseling; Curriculum; *Disabilities; *Employment; Employment Potential; Foreign Countries; Job Training; *Labor Market; Learning Problems; Parent Role; Program Descriptions; School Community Relationship; Unemployment; *Work Experience
IDENTIFIERS- England; France; Italy; Norway; Organisation for Economic Cooperation Development; *School to Work Transition; Sweden; United States

This report is the second to appear in a series of studies carried out by the Organisation for Economic Cooperation and Development's Centre for Educational Research and Innovation (CERI) during the past 5 years. The first report concerned the integration of handicapped young people into ordinary schools. The present report deals with what happens to handicapped young people when they leave education and attempt to enter the labor market. How well are they prepared? What obstacles do they meet? How difficult is it to find employment? After a discussion of the objectives of transition and the enhancement of employability, the central part of the report is devoted to examples of arrangements in different countries and more general, related topics. Transition programs are discussed in part 2: (1) The Years of Schooling and Transition to Work in the Departement de l'Orne, France; (2) Work Training in the Departement de la Somme, Northern France; (3) The Integration of Pupils with Serious Learning Difficulties into Normal Working Life in Norway; (4) The Integration of Handicapped Youth in Italy; (5) Developing Vocational Opportunities for Handicapped Persons; (6) Employing the Handicapped in Swedish Industry; (7) The Roles and Needs of Parents of Handicapped Adolescents; and (8) Alternatives to Work for the Handicapped. (A brief overview of the completed CERI project with recommendations for future practice is included.) (RH)

ED 237 329 SE 043 413

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions. Fiscal Year 1981. A Report to the President and Congress. Final Report.

National Science Foundation, Washington, D.C.

REPORT NO.- NSF-83-315

PUB DATE- 83

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20550.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)

DESCRIPTIONS- Black Colleges; *Colleges; *Engineering; *Federal Aid; Higher Education; Nonprofit Organizations; *Research and Development; Research and Development Centers; *Sciences; *Universities

IDENTIFIERS- National Science Foundation

The National Science Foundation annually collects statistical data from the 15 federal agencies that accounted for an estimated 95 percent of total obligations (for both science/engineering (S/E) and non-S/E activities) to academic institutions and for over 98 percent of all support for S/E research and development at these institutions. This report, the sixteenth in a series presenting data on federal obligations to universities and colleges, divided into three parts, each part presenting charts summarizing data for fiscal year 1981 in graphical format with a short discussion. Areas addressed include: (1) federal support of academic institutions; (2) federal obligations to university-administered federally funded research and development centers (FFRDC); and (3) independent nonprofit institutions and nonprofit-administered FFRDC's. Fifty-four detailed statistical tables (comprising the major portion of the report) are found in an appendix. Among the data provided in these tables are: obligations to academic institutitons distributed according to highest, degree-granting categories of doctorate, master's, bachelor's, and no S/E degrees; obligations distributed according to National Center for Education Statistics categories (doctorate-granting, comprehensive, general baccalaureate, professional/specialized, and 2 year); and (for the first time) obligations to the 105 historically black colleges by type of activity. (JN)

ED 237 388 SO 015 081

Feinstein, Hermine

The Metaphoric Interpretation of Paintings: Effects of the Clustering Strategy and Relaxed Attention Exercises.

PUB DATE- 1 Sep 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Art Activities; *Art Education; Educational Research; Fine Arts; Higher Education; *Interpretive Skills; *Metaphors; Methods Research; *Painting (Visual Arts); *Teaching Methods; Visual Arts

The purpose of this study was to teach students a way to interpret paintings metaphorically. Twenty seven art education majors were taught the clustering strategy to write metaphoric interpretations of three types of paintings (slides): realistic, abstract, and non-objective. Subjects were then randomized into two groups. Prior to using the clustering strategy, the experimental group engaged in relaxed attention exercises; the control group heard a lecture about the importance of those exercises. A rating scale was developed, literal to metaphoric. Eight judges rated the written interpretations of the paintings. The correlations for interjudge reliability were highly positive. The first hypothesis was supported: the clustering strategy increases metaphoric interpretations. The second hypothesis was not supported, but by a small margin: relaxed attention exercises do not increase metaphoric interpretations uniformly across the three types of paintings. (Author)

ED 237 404 SO 015 145

Sparapani, Ervin F.
A Learning-Centered Approach to Middle School Social Studies Developed around a Semi-Contractual Modular Format.
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Curriculum Development; Individualized Instruction; Intermediate Grades; Junior High Schools; *Learning Centers (Classroom); *Learning Modules; Middle Schools; *Performance Contracts; *Social Studies; Units of Study

An example of a unit of study in social studies for the middle school using learning center experiences to enhance and enrich the learning process is provided. In the learning center approach to individualizing instruction, the teacher facilitates and guides, but the students are ultimately responsible for their own progress. This unit, intended for the "C" or middle range student, utilizes the contract method. The unit is based on Unit 5: "Man in His Environment" from the textbook "Sources of Identity" by Paul F. Brandewein, et al. (Harcourt Brace Jovanovich, Inc.). Through a variety of individual activities, including viewing films, filling in maps, participating in group discussions, completing worksheets, and reading and discussing textbook selections, students learn about people who live in the deserts of the Middle East and Africa. The unit of study contains educational objectives, a pre-test, learning experiences, a posttest, additional learning experiences, and quest activities (enrichment activities including a world leaders center, a current events center, a maps and charts center, and a reading center). Appendices contain a module planning sheet and various student handouts for use in the unit. (RM)

ED 237 579 TM 830 850

Rudner, Lawrence M., Ed.
Testing in Our Schools. Proceedings of the NIE Invitational Conference on Test Use (Washington, D.C., June 2, 1980).
National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Achievement Tests; *Educational Testing; Elementary Secondary Education; Examiners; *School Districts; School Surveys; Standardized Tests; *Student Attitudes; *Teacher Attitudes; *Testing; *Test Use
IDENTIFIERS- National Institute of Education; Test Curriculum Overlap

This monograph is designed to produce material for linking testing with instruction. The contents include: (1) Student, Teacher, and Measurement Specialist Attitudes Toward Testing--A Summary of Three Surveys, by Michael D. Beck; (2) Teachers and Testing: A Survey of Knowledge and Attitudes, by James G. Ward; (3) Elementary Teachers and Achievement Tests, by Leslie Salmon-Cox; (4) A Survey of the Use of Various Achievement Tests, by Jennie Yeh, Joan Herman, and Lawrence M. Rudner; (5) Uses of Tests in School Districts, by Mary M. Kennedy; (6) Integrating Assessment with Instruction, by Herbert C. Rudman; and (7) Conference Summary, Conclusions, and Recommendations, by Lawrence M. Rudner. (PN)

ED 237 182 JC 830 847

Burnham, Lynn B.
Choosing To Risk.
PUB DATE- 28 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; Conflict; Higher Education; Opinion Papers; *Risk; *Student Teacher Relationship; *Teacher Effectiveness; Writing (Composition)
IDENTIFIERS- PF Project

An instructor had an experience in which both she and a student grew by taking risks. In the process of evaluating English compositions, the instructor found a student's paper that lacked the mechanics of writing but showed creativity and maturity. Working closely with this student the instructor discovered how quickly he learned. Although they had a good working relationship, the student, who was a minority, was distrustful of what the instructor represented. During a confrontation concerning a composition, the student shared many personal feelings and doubts. The central issue was that the instructor would not let the student quit. The instructor decided to write a poem about the student and share it with him. By doing this she felt that she was taking a risk by relating personally to the student just as he had risked the loss of autonomy in her office. The student was grateful, not so much for the poem, but for the instructor's reaching out to him. The instructor felt that this rare kind of interaction crystallized for her why she had remained an educator and reminded her of the risk that accompanies that choice. (EM)

ED 237 271 RC 014 434

Hansen, Robert W.; Braglio-Luther, Vicki
Community Skills: A Workshop on Leadership and Communication.
Partnership for Rural Improvement, Pullman, Wash.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adult Education; Communication (Thought Transfer); *Communication Skills; Force Field Analysis; *Instructional Materials; *Leadership Styles; Leadership Training; Learning Activities; *Local Government; Meetings; Organizational Objectives; Problem Solving; Questionnaires; Rural Areas; *Service Workers; *Skill Development; Volunteers; Workshops
IDENTIFIERS- Brainstorming; Partnership for Rural Improvement

Designed for local governments, service organizations, and volunteer citizens, the workshop presents the theory and practice of leadership styles, communication skills, and problem solving. Through learning activities and practice, participants gain experience in communication, agenda sharing, goal setting, and personal leadership style. From short summaries and checklists, participants learn about the communication process, barriers to effective communication, questions effective in furthering communication, planning group meetings, preparing for meetings, survey and consensus techniques, brainstorming, force field analysis, and leadership. A copy of the T-P (Task dimension, people dimension) questionnaire and the workshop evaluation form are included. (SB)

ED 237 285 RC 014 459

Indian Education Oversight. Hearing before the Select Committee on Indian Affairs, United States Senate, Ninety-Seventh Congress, Second Session on Oversight of Indian Education (May 18-19, 1982).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Access to Education; *American Indian Education; American Indian Reservations; Boarding Schools; Educational Finance; *Educational Quality; Elementary Secondary Education; *Federal Aid; *Federal Indian Relationship; Federal Legislation; Federal Programs; Hearings; Rural Education; School Buildings; *School Closing; Self Determination; Tribes; Trust Responsibility (Government); Urban American Indians

IDENTIFIERS- *Bureau of Indian Affairs; Congress 97th; Contract Schools; *Indian Education Act 1972 Title IV

The Indian education oversight hearing of May 18 and 19, 1982, focused on federal responsibility for the education of Indians; Bureau of Indian Affairs (BIA) education services (including BIA elementary and secondary schools and contract schools); proposed transfer of the Indian Education Act, Title IV, program from the Department of Education to BIA; proposed reorganization of BIA Office of Indian Education programs; and cumulative effect of budget reduction in impact aid, Title IV, on BIA education programs and the quality of Indian education. Testimony, prepared statements, and other material were accepted from representatives of individual Indian tribes and tribal schools, federations of tribes, other Indian groups, urban school boards that serve Indian populations, BIA, and the Department of Education. The consensus among Indian witnesses was (1) that they were satisfied with the federal obligation to the Indian tribes, including the obligation to provide educational opportunities for Indian students, (2) that proposals to close Indian schools and to tranfer Title IV to BIA should have been discussed with Indian people, and (3) that they opposed transfer of Title IV to BIA. Effects of funding cuts and inefficient BIA administrative procedures on Indian schools were documented. (MH)

ED 237 299 RC 014 477

Barker, Bruce O.; Muse, Ivan D.
A Research Report of Small/Rural School Districts in Oregon Compared to School Districts of Similar Size Nationwide.
PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Athletics; Comparative Analysis; *Curriculum; Declining Enrollment; Educational Finance; Educational Resources; Elementary Secondary Education; Profiles; Rural Schools; *School Districts; School Size; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries; Transportation
IDENTIFIERS- *Oregon

The study compared nationwide research findings about the districts, supervisors, teachers, programs, and student performance in 642 public school districts with an enrollment of 900 or less to data from a random sample of school districts of similar size in Oregon. Data were gathered from superintendents by questionnaire during the 1982-83 school year. Thirteen of Oregon's 304 school districts, or 100% of those surveyed, responded. Although Oregon's small school districts had lower enrollments, they were larger geographically than such districts nationally. Almost twice as many Oregon districts received state aid as did districts nationally, and the last bond issue averaged over $1,000,000 compared to $716,000 nationally. Superintendents were nearly 20 years younger than superintendents nationally. They had more master's but fewer doctoral or education specialist degrees. Almost 70% combined superintendent and principal duties, a fact reflected in lower salaries. Teacher salaries, however, were slightly higher than average as were teacher/ student ratios. Teacher turnover was less than average. Oregon's graduating seniors' performance was not up to the national par. Compared to the average, .8% more continued in technical school and 6% fewer went on to college. Although Oregon's small schools had consistently fewer resource personnel, the curriculum offerings compared well. (SB)

ED 237 314 SE 042 183

USSR: Measures of Economic Growth and Development, 1950-80. Studies Prepared for the Use of the Joint Economic Committee, 97th Congress, Second Session.
Joint Economic Committee, Washington, D.C.
PUB DATE- 8 Dec 82
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Agricultural Production; *Economic Change; *Economic Development; *Economics; Expenditures; Foreign Countries; *Industry; Use Studies
IDENTIFIERS- Economic Growth; *Gross National Product; *USSR

Because the Soviet Union does not publish measures of economic growth and development comparable with those of Western countries, the Central Intelligence Agency has provided (by means of a large research effort carried out over many years) estimates of the value of the Soviet gross national product (GNP), its rate of growth, its size relative to the U.S. GNP, and its allocation among such end uses as consumption, investment, and government expenditures (including defense). Part 1 discusses the overall estimates of Soviet GNP by sector of origin and end use. The remaining three parts present detailed analyses of a major component of GNP: industrial production (part 2); agricultural production (part 3); and consumption, including education (part 4). Each of these studies includes detailed compilations of the data used, their sources, and the methodologies used to combine the data into the aggregate measures. The goals of this document are to achieve a wider understanding of how the synthetic measures of Soviet economic performance are derived, to encourage their broader use in analyses of Soviet economic performance, and to stimulate discussion of ways to improve these measures and the general understanding of the Soviet economy. (JN)

ED 237 344 SE 043 555

Tamashiro, Roy T.
The Electronic Chalkboard and Other Group Instructional Uses of the Computer.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Oriented Programs; *Computer Programs; Elementary Secondary Education; *Large Group Instruction; *Microcomputers; *Teaching Methods
IDENTIFIERS- *Electronic Chalkboards

Current instructional uses of computers primarily involve an individualized approach which requires assigning one student per computer. However, the computer can also serve as an "electronic chalkboard" in small and large group instruction in the middle school. The equipment required for the electronic chalkboard include: (1) the computer console-keyboard; (2) a large television set or monitor; and (3) a data storage unit. Software requirements for implementing the electronic chalkboard depend on the actual instructional strategies the teacher plans to use. These include screen control programs which allow material to be typed and seen immediately on the screen. Advantages of the electronic chalkboard in this case include overcoming teachers' concern about readable handwriting, no chalkdust on teachers' clothing, and material on the screen having a neat and authoriative appearance. Other programs for instructional purposes are templates (patterns which can be reproduced quickly so that different information can be entered into the pattern each time), graph-makers, animators, and those designed for group activities (such as spelling competitions). The programs and ideas discussed are only examples of group instructional applications useful to a wide range of elementary/secondary teachers. (JN)

ED 237 419 SO 015 175

Kellert, Stephen R.; Westervelt, Miriam O.
Children's Attitudes, Knowledge and Behaviors Toward Animals. Phase V.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; Geraldine R. Dodge Foundaton, Morristown, N.J.
PUB DATE- 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Affective Behavior; *Animals; *Childhood Attitudes; Children; Developmental Stages; Educational Research; Elementary Secondary Education; Environmental Education; *Knowledge Level; *Student Attitudes

IDENTIFIERS- *Humane Education

The basic objectives of this research, which involved children in the 2nd, 5th, 8th, and 11th grades, were to describe children's uses and perceptions of animals and to discern possible developmental stages in the evolution of attitudes toward animals. Personal interviews were conducted with 267 children from 16 public schools randomly selected from urban, small city, suburban, and rural areas of the state of Connecticut. Three major developmental stages in the evolution of children's perceptions of animals were found. The first stage, occurring from the 2nd to 5th grade, was characterized by a dramatic increase in emotional concern and general affection for animals. Since very young children were the most exploitative, harsh, and unfeeling of all children in their attitudes toward animals, environmental programs should focus on the affective realm. The transition from fifth to eighth grades witnessed the second major developmental stage--a major expansion in children's intellectual and cognitive understandings of animals. Therefore, factual learning should be emphasized at this stage. The third developmental stage occurred between 8th and 11th grades, during which time children's ethical concern for the welfare and kind treatment of animals increased dramatically. This stage offers the best opportunity for teaching about ethical relationships to animals and the concepts of ecology and wildlife management. (RM)

ED 237 434 SO 015 190

Apt, Patricia
Schools of Social Work and the Legal Regulation of Social Work.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Certification; Continuing Education; *Graduate School Faculty; Graduate Study; Higher Education; *School Policy; School Role; *Social Work; State Legislation; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *State Regulation

A questionnaire to find out to what degree graduate schools of social work and their designated leaders support the legal regulation of social work practice was mailed to all directors/deans of accredited schools of social work offering a master's degree program in the United States. The return rate was 81%. Findings show that relatively few graduate schools of social work have an official policy supporting legal regulation. However, the majority of their designated leaders support many aspects of licensure. Respondents indicated a commitment to: the eight provisions designated by the National Association of Social Work as essential for adequate regulation; social work educators being centrally involved in the designing of an objective assessment of the qualifications, knowledge, and competencies of applicants for licensure; social work educators serving on licensing boards; and graduate schools of social work providing continuing education opportunities for practitioners. Regulation, if it is to be, appears too important to be left solely to legislators or others who may not be well prepared in the knowledge, practice, and values of social work. (RM)

ED 237 511 TM 820 597

Wilson, Kenneth M.
The TOEFL Native Country File: Detailed Data on Candidate Populations, 1977-79.
Educational Testing Service, Princeton, N.J.
PUB DATE- Sep 81
AVAILABLE FROM- Educational Testing Service, Princeton, N.J. 08541, Attn. V.A. King.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Cohort Analysis; *College Entrance Examinations; *Demography; *English (Second Language); Foreign Countries; *Foreign Students; Language Tests; Postsecondary Education; *Scores; Student Characteristics; Testing Programs
IDENTIFIERS- *Test of English as a Foreign Language

Between September 1977 and August 1979, inclusive, over 283,000 individuals took the Test of English as a Foreign Language (TOEFL) one or more times in an International or Special Center test administration, and designated a native country code, selected from a list of over 170 country codes provided in the TOEFL Handbook for Applicants. During this period, 163 countries were named as native countries by two or more degree planning TOEFL candidates. This report provides detailed tabular summaries of information about the candidate population of 138 countries named as native countries by 10 or more degree planning candidates. Section 1 provides a detailed description of the data used in describing the candidate populations and provides information designed to facilitate reading and interpreting the data in the country tables. It also provides a listing of native countries classified according to six TOEFL regions: Africa, Americas, Asia, Europe, Mid-East, and the Pacific. (For smaller country contingents, data for several successive testing years will be needed to provide reliable estimates for subgroups within the candidate population). (PN)

ED 237 529 TM 830 775

Cunningham, Sandra; And Others
IER Criterion-Referenced Language Arts Objective and Item Bank: A Bank of Language Arts Objectives and Test Items for Grades One through Eight.
Institute for Educational Research, Glen Ellyn, IL. IER Test Development and Service Center.
PUB DATE- 79
AVAILABLE FROM- Institute for Educational Research, 793 N. Main St., Glen Ellyn, IL 60137 ($95.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Criterion Referenced Tests; Educational Objectives; Elementary Education; Grammar; *Item Banks; *Language Arts; *Language Tests; Latent Trait Theory; Literature; *Multiple Choice Tests; Phonetic Analysis; Reading Comprehension; Structural Analysis (Linguistics); Study Skills; Test Construction; Test Items; Vocabulary Skills; Writing Skills
IDENTIFIERS- Rasch Model

The language arts objective-item bank contains 100 objectives each represented by five to eight multiple choice items. Grade levels covered are one through eight. The objectives deal with such topics as composition, grammar, literature, phonetic analysis, reading comprehension, structural analysis, study and research skills, vocabulary, and writing mechanics. The items have been field tested on students in 32 school districts and have been calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of language arts achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing. (Author)

ED 237 595 UD 023 200

Pendergrass, John; And Others
Idea Book: Meeting the Occupational Information Needs of Disadvantaged Youth.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; Oregon State Employment and Training Council, Salem.
PUB DATE- May 81
CONTRACT- SW-814-109
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTIONS- Adolescents; Career Awareness; *Career Guidance; *Disadvantaged Youth; Dropouts; *Economically Disadvantaged; High Schools; *Occupational Information; *Out of School Youth; Outreach Programs; *Post High School Guidance; Young Adults

The purpose of this book is to suggest ways in which vocational and career guidance counselors and program planners in education, training, and counseling programs can provide disadvantaged, out-of-school youth with reliable, up-to-date information about the job market. Much of what is presented here relates to strategies and products developed and used in the Youth Career Information Project (YCIP) operated by the Education and Work Program of the Northwest Regional Educational Laboratory. Other information was contributed by similar programs throughout the country or was obtained through a literature search on outreach strategies and occupational information delivery. In chapter one, suggested program responses to youth needs for occupational information, based on experiences at the YCIP sites and of selected agencies from other States, are provided. In chapter two, outreach guidelines and strategies are discussed. In chapter three, conclusions that have influenced the outreach and delivery strategies described in the earlier chapters are discussed. This last chapter is based on a needs survey that was conducted as one element of YCIP and on opinions expressed by staff members of the demonstration sites serving disadvantaged youth in YCIP. Listed in an appendix are contributing agencies and resource materials. (CMG)

ED 237 198 PS 013 913

Markovitch, Martha L.
Improving Language Skills through the Use of Specific Learning Centers and Language Experience Activities with First Grade Children.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTIONS- Class Activities; Classification; Classroom Research; Concept Formation; Educationally Disadvantaged; Grade 1; *Grouping (Instructional Purposes); *Language Acquisition; Language Experience Approach; *Language Skills; *Learning Centers (Classroom); Listening Comprehension; Primary Education; Speech Communication
IDENTIFIERS- Nova University FL

A practicum study designed to address the problem of inadequate language development skills in first-grade children was conducted. Specifically, efforts were directed toward developing and implementing a specialized instructional program to remediate students' deficiencies in listening comprehension, basic concept skills, classification skills, and oral expression. A learning-center approach combined with the language-experience method comprised instruction for 15 children in the target group. Instruction was provided for approximately 90 minutes a day, 5 days a week, for a period of 4 months in an environment where children could interact with each other and with materials, make decisions, and express themselves freely. Control group members (14 children) received instruction by a basal-reader approach in a conventional first-grade classroom. Test results indicated that a large percentage of students in the target group achieved the projected increases on posttests when their scores were compared with pretest performances. A few control group students also showed significantly increased scores. Recommendations for future program refinement were suggested. (Appendices include charts of center instruction skill strands, a sample center ticket, and a reading/school attitude survey). (Author/BJD)

Varner, Nancy
Developing Independent Language Art Skills with a Kindergarten Enrichment Group through Learning Centers.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Independent Study; Intervention; *Kindergarten Children; *Learning Activities; *Learning Centers (Classroom); Primary Education; *Reading Improvement

A practicum project was developed to provide self-directed learning opportunities for all 10 members of a kindergarten enrichment group. Specifically, the project was implemented over a period of 10 weeks to help students gain independent work habits, to improve their care of materials, and to raise their reading ability by one grade level. Ten learning centers for individualized or small-group learning were organized to improve children's skills in reading, writing, spelling, and creative expression. Work contracts were used to guide the students and to evaluate their progress. A pretest and posttest were administered to assess increased learning; monitoring procedures and baseline data were used to assess growth in independent work habits and care of materials. All 10 children moved from preprimer to mastery of primer reading materials, markedly improved their work habits, and, with incentives withdrawn, continued to take better care of materials. Additional positive effects of the intervention were noted. It was concluded that, since the outcomes of the intervention were positive, the project can be recommended to other kindergarten classes. (Appended related materials include learning center worksheets and a six-item questionnaire for surveying kindergarten and first-grade teachers about the independent work habits of enrichment groups.) (Author/RH)

ED 237 257 RC 014 171

Survey of Basic Education in Eastern Africa. UNESCO/UNICEF Co-Operation Programme.

United Nations Children's Fund, Nairobi (Kenya). Eastern Africa Regional Office.; United Nations Educational, Scientific, and Cultural Organization, Nairobi (Kenya). Regional Office of Science and Technology for Africa.

PU̅ DATE- 80

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Adult Education; Community Schools; Cultural Education; Developing Nations; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Financial Support; Foreign Countries; *General Education; International Programs; Migrant Education; *National Programs; Nomads; *Nonformal Education; *Program Development; Program Effectiveness; Program Evaluation; Rural Education

IDENTIFIERS- *Africa (East); Somalia; UNICEF Tanzania

A survey of basic education in 13 Eastern African countries (Madagascar, Burundi, Comores, Ethiopia, Mauritius, Botswana, Kenya, Lesotho, Swaziland, Tanzania, Zambia, Malawi, and Somalia) covers basic education programs and UNICEF's supporting role. Basic education is seen as a concept evolved in the region, involving formal school systems and educational programs for out-of-school children, adolescents, and adults; and having goals determined by political philosophies of different countries, with the overall aim of providing all citizens with education to prepare them for satisfying lives in their socio-cultural economic environment. Tables give statistics on basic education programs by country; indicate the importance attached to 20 basic education components; and chart unanimity on literacy, numeracy, and basic skills. Brief descriptions of Tanzania's community schools program and Somalia's nomadic education centers are presented. Important factors in the development of basic education are detailed: sharing experiences, generation of new ideas, personnel, infrastructures, and financing. UNICEF's role in supporting basic education is discussed, including regional programs, financing, relevance/effectiveness of UNICEF assistance, and problem areas. Recommendations call for future UNICEF assistance to advocacy, planning, programs and projects, preschool activities, inclusion of indigenous cultural elements in the curricula, and monitoring/evaluation activities. Appendices list objectives and characteristics of basic education, by country, and proposed themes for future regional meetings. (MH)

ED 237 359 SE 043 572

Water Quality Instructional Resources Information System (IRIS). A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement XV.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.
PUB DATE- Oct 83
GRANT- EPA-T-901366010
AVAILABLE FROM- EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $12.00, $4.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Audiovisual Aids; Citizen Participation; Environmental Education; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment
IDENTIFIERS- Hazardous Materials

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Qualitv and Water Resources" or IRIS Supplements I-XIV. (JM)

ED 237 389 SO 015 083

De Vel Muller, Robert
Population and the Future: From Bucharest (1974) to Mexico City (1984). Summary Report of the United Nations Fund for Population Activities Briefing for Non-Governmental Organizations in New York (2nd, New York, New York, February 16, 1983).
United Nations Non-Governmental Liaison Service, New York, NY.
PUB DATE- 83
AVAILABLE FROM- United Nations Non-Governmental Liaison Service, Room DC2-1103, United Nations, New York, NY 10017 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTIONS- Birth Rate; Demography; Economic Development; Family Life; *Futures (of Society); Health Programs; Immigrants; Infant Mortality; Migration; Natural Resources; *Population Growth; Population Trends
IDENTIFIERS- *International Conference on Population; Mortality Rates

The major objectives of this briefing are to inform non-governmental organizations (NGOs) of population problems and progress worldwide and to provide information on the International Conference on Population to be held in Mexico City in 1984. The bulk of the report summarizes the group meetings and followup discussions held to examine four major themes that will be focused on at the upcoming Mexico City conference. Topics include fertility and the family; population distribution, immigration, and development; population, resources, environment, and development; and mortality and health policy. Other papers presented discuss the World Population Plan of Action, United Nations policies and programs, CONGO's role, and the challenge to the NGOs. Biographical information on speakers is provided. (RM)

ED 237 450 SP 022 545

Competitive Swimming and Diving. Official Rules, Officating. August 1983-August 1984. NAGWS Guide.

American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. National Association for Girls and Women in Sport.

REPORT NO.- ISBN-0-88314-258-9
PUB DATE- 83
AVAILABLE FROM- AAHPERD Promotion Unit, 1900 Association Drive, Reston, VA 22091 ($3.95).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Competition; Judges; Recordkeeping; *Swimming; *Womens Athletics
IDENTIFIERS- *Diving; PF Project; *Rules and Regulations

Arranged in three sections, this pamphlet details the rules, officiating techniques, and official records for girls' and womens' competitive swimming and diving. Section 1 lists members of the national rules committee, major rule changes for 1983-84, and official rules for swimming and diving competition. Section 2 contains officiating tips, swimming and diving study questions (with an answer key for officials), and rule references. The final section lists championship results for the 1982-83 season and current records, and includes an application form for recording new records. (LP)

ED 237 466 SP 022 611

Stallings, Jane A.
An Accountability Model for Teacher Education.
PUB DATE- 83
AVAILABLE FROM- Not available separately, see SP 022 600.

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Accountability; Classroom Research; Program Effectiveness; Program Evaluation; Program Improvement; Secondary Education; *Staff Development; Teacher Behavior; *Teacher Education; Teacher Education Programs; *Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; *Teacher Workshops; *Time Management
IDENTIFIERS- *Accountability Models

An accountability model has been derived from a research based staff development model used in secondary school classrooms. This accountability model contains four components: (1) baseline/pretest; (2) inform; (3) guided practice; and (4) post-test observations. In the first component, teachers are observed; individual profiles of behavior are prepared; change that is needed is assessed and recommendations made; and learning and teaching begin at the level at which teachers are. In the second part, information is provided, theory and practice linked, and understanding checked by eliciting practical examples from participants. The third section, guided practice, provides conceptual units one at a time and helps teachers to adapt these units to their own content and style. Teachers are also assessed, provided with feedback, and supported and encouraged to try new ideas in class every day. In the fourth component, teachers are observed again, a second profile prepared, feedback provided, and the training program is assessed for effectiveness. Tables and figures with original study results are provided. (JMK)

ED 237 482 SP 023 306

Renney, James E.; Dupuis, Victor L.
An Analysis of the Perceived Needs and Proficiencies of Preservice Teachers for Program Evaluation.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Comparative Analysis; Cooperating Teachers; Higher Education; Preservice Teacher Education; *Program Effectiveness; Program Evaluation; Program Improvement; Secondary School Teachers; *Self Evaluation (Individuals); Student Evaluation; *Student Needs; *Student Teachers; Student Teacher Supervisors; *Teacher Education Programs; Teacher Educators; Teacher Evaluation
IDENTIFIERS- *Pennsylvania State University

This study evaluated a new secondary school teacher education program initiated in 1980 at Pennsylvania State University. Major differences between this program and the old program were: (1) an increase of three credit-hours in foundations and methods courses; (2) the addition of five credit-hours of field experiences; (3) an increase of two credit-hours in student teaching; (4) a decrease of five to seven credit-hours in content preparation; and (5) a decrease of two to seven credit-hours in electives. The major purpose of the study was to compare perceived needs and proficiencies of student teachers in the new program with those of student teachers in the old program. Thirty-four generic competencies were assessed and compared. There were 55 students in the old program and 31 students in the new program. Data were gathered by use of a questionnaire and were analyzed by use of t-tests and correlations. Findings indicated significant correlations for both groups for perceived needs and proficiencies. Although no significant differences were found between the two groups, university supervisors judged the competencies of new program students to have been demonstrated better than were those of students in the old program. Five tables containing study data are appended. (Author/JMK)

ED 237 497 SP 023 330

Winne, Philip H.; Marx, Ronald W.

Students' Cognitive Processes While Learning from Teaching. Final Report (Volume One).

Simon Fraser Univ., Burnaby (British Columbia). Faculty of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-79-0098
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Behavioral Objectives; *Cognitive Processes; Elementary Education; Learning Processes; *Learning Strategies; *Mediation Theory; Psychological Patterns; Student Behavior; *Student Reaction; Teacher Behavior; *Teacher Influence; Teaching Methods

Research is reported on the cognitive mediational paradigm which postulates that teachers influence students' learning by causing them to think and behave in particular ways during teaching. Four studies are reported. The first describes five teachers and their students and explores, in classroom lessons, the cognitive processes students used in response to teaching and the cognitive processes their teachers intended them to use. The second and third studies employ analogs of classroom teaching in the form of short videotaped lessons. These sought to determine if elementary school students could be trained to perceive and act on common instructional stimuli and whether these operations would facilitate learning. The fourth study constituted an extension of the second and third studies to regular classroom environments. Three major conclusions are offered: (1) Students and teachers operate in ways that reflect the mediating role of students' cognition in classroom learning; (2) Students can be trained to discriminate instructional stimuli and respond with pre-arranged cognitive strategies; and (3) Students' achievement is partly a function of cognitive strategies they activate in response to instructional stimuli perceived during teaching. Methodological issues attendant to the studies are discussed. (Author/JD)

ED 237 546 TM 830 808

Mathematics Released Exercises from the 1981-82 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- NAEP-13-MA-25
PUB DATE- 82
GRANT- NIE-G-80-0003
AVAILABLE FROM- National Assessment of Educational Progress, Box 2923, Princeton, NJ 08541
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Affective Objectives; Cognitive Objectives; *Educational Assessment; Elementary Secondary Education; *Federal Programs; *Quantitative Tests; Testing Programs; Test Items
IDENTIFIERS- *National Assessment of Educational Progress; *Third Mathematics Assessment (1982)

The purpose of this released exercise set is to provide easy access to released exercises from the National Assessment of Educational Progress (NAEP) third mathematics assessment, conducted in 1981-82. Documentation includes basic reference numbers, objective classifications National Assessment has found useful, timing and administration data for each age group, and scoring guides for open-ended items. Part 1 of the text briefly explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 describes rationales behind the development of the attitudinal and experience questions for the 1981-82 mathematics assessment. Part 3 describes the taxonomic and content classifications used to develop and report on cognitive exercises for the 1981-82 mathematics assessment. The remainder of the exercise set consists of copies of released exercises and documentation for each exercise. Attitudinal and experience exercises compose Appendix A, followed by cognitive exercises in Appendix B, and by data for cognitive exercises in Appendix C. (BW)

ED 237 563 TM 830 828

Manual for the Evaluation of Occupational Education Programs. For Use

by School Districts.

New York State Education Dept., Albany.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adult Education; Career Counseling; *Educational Legislation; *Evaluation Methods; *Program Evaluation; Program Improvement; *School Districts; Secondary Education; State Federal Aid; Statewide Planning; *Vocational Education
IDENTIFIERS- *New York

A revised Statewide System for the Evaluation of Occupational Education programs was put into effect during the 1981-82 academic year. That year all school districts in New York State which had received federal funds for occupational education during the period 1977-1980 were required to begin evaluating their occupational education programs. The purpose of the evaluation is to promote the improvement of programs in occupational education and of services provided to students and potential students. The evaluation is expected to assess the strengths and needs of the occupational education programs, to identify exemplary practices, and to provide information to be used in planning at state and federal levels. There are 14 key areas to be assessed beginning with potential students' awareness of occupational program availability and extending through follow-up of program completers to ascertain how the program can be improved. The assessment is intended to be conducted in a continuous cycle of three to five years. The recommended steps to be followed in carrying out the assessment are presented. Suggestions for each of the steps and a time line are included. (PN)

ED 237 374 SO 014 865

Hueston, Stephen P.
Death of the Roman Republic.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Ancient History; Conflict Resolution; Educational Games; High Schools; Instructional Materials; *Learning Activities; Models; *Political Power; *Simulation; Social Studies; *War; World History
IDENTIFIERS- PF Project; *Roman Republic

Designed for high school world history courses, this classroom simulation recreates the power politics within the Roman Republic between 120 B.C. and the Battle of Actium in 31 B.C. Following an introduction which places the game in historical context, game preparation procedure is described. This includes assignment of Roman names, explanation of the political action cards around which game activity revolves, and point allocation. The steps and rules involved in the operation of the simulation are explained in separate sections. The six steps include selection of political action cards, foreign wars, establishment of an army, resolution of political action, resolution of war, and awarding of points. A selection of Roman names, a list of historical wars, and additional instructional notes are included in appendices. (LP)

ED 237 580 TM 832 015

Phillips, Art
Test Taking Skills for Primary Grades. A SORD Project.
Jackson Education Service District, Medford, OR.

PUB DATE- Mar 83
AVAILABLE FROM- Jackson Education Service District, 101 North Grape, Medford, OR 97501 ($3.00 per 25 copies, plus postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Guidelines; Pamphlets; Primary Education; *Skill Development; Student Improvement; *Test Wiseness
IDENTIFIERS- PF Project

This pamphlet, prepared by the Southern Oregon Research and Development Committee (SORD), offers suggestions for students and teachers for improving the test-taking skills of primary school students. Seven suggestions for students to consider prior to taking tests cover such topics as studying, diet, exercise, and comfortable dress. Included in the 11 suggestions for students to follow during the test are hints concerning directions, time management, math problems, and reading tests. Information provided for teachers includes a description of the problem of students who lack test-taking skills, a definition of test wiseness, suggestions for helping students become better test takers, and suggestions for maintaining a good testing environment. (DC)

ED 237 183 JC 830 848

Roueche, Suanne D.
The Natural Athlete: A Comfortable Myth.
PUB DATE- 11 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Ability; Academic Ability; *Achievement; *Athletes; *Attitudes; Educational Environment; Heredity; *Motivation; Opinion Papers; *Skill Development; *Success; Teacher Role
IDENTIFIERS- PF Project

The popular notion that excellence in sports is inherited is seriously questioned by experts. The belief shared by many sports specialists as well as by some top athletes is that the characteristics that breed success in sports are developed. Sports experts offer the following advice to those who wish to improve their own performance: (1) relax; (2) reduce anxiety; (3) use imagery and mental rehearsal; (4) establish a good self-image; (5) concentrate; (6) be motivated and have a positive attitude; (7) develop rhythm; (8) accept failure; (9) be persistent; and (10) anticipate. Each individual has the potential of being a natural athlete within the limits of size and strength, and attitude may well be more important than ability. The same elements that promote excellence in the sports world promote excellence in education. Teachers can create environments in which students will be motivated to learn. Teachers can also assist in reducing some of the personal and academic barriers to excellent student performance. (EM)

ED 237 227 PS 013 980

Anderson, Alonzo B.

Literacy Resources: How Preschoolers Interact with Written Communication. Final Report.

California Univ., San Diego. Laboratory of Comparative Human Cognition.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-79-0135
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Anglo Americans; Blacks; *Early Experience; *Ethnic Groups; Ethnic Studies; Ethnography; *Family Environment; *Literacy; Longitudinal Studies; Low Income Groups; Mexican Americans; Prereading Experience; *Preschool Children; Preschool Education; Research Methodology; Sex Differences; *Social Influences
IDENTIFIERS- Coding; *Literacy Events; Naturalistic Observation; Qualitative Analysis; Quantitative Analysis; *Toddlers

This ethnographic, longitudinal study investigates the home literacy experiences of low income children to gain insight into why such children generally do not learn to read and write as well as middle class children. Participating were 24 children, approximately 2.5 to 3.5 years of age, in groups equally divided by sex. Subjects were from three ethnic groups: Anglo-, Black-, and Mexican-American. To identify the sources of those life experiences leading to the development of literacy, extensive naturalistic home observations were made for periods ranging from 3 to 18 months.
Observer-participants taking field notes described literacy events, specifically focusing on actions, the contexts of events, participants, co-occurring/alternating events, reasons events ended, and subsequent activities. Over 1,400 literacy events were recorded and analyzed; both qualitative and quantitative analyses were made. In the quantitative analysis, the independent variable was ethnicity. The literacy event, the original dependent variable, was differentiated into two quantitative and three qualitative components. Quantitative components included duration and frequency of literacy events; qualitative components were participant structure, lesson content, and context. Many transcriptions of literacy events are provided in the text, and results and their implications are extensively discussed. A coding manual, the

The Professional Environment in Army Laboratories and Its Effect on Scientific and Engineering Performance.

National Academy of Sciences - National Research Council, Washington, DC. Board on Army Science and Technology.

SPONS. AGENCY- Department of the Army, Washington, D.C.
PUB DATE- 83
CONTRACT- DAAG29-82-C-0012
AVAILABLE FROM- Board on Army Science and Technology, Commission on Engineering and Technical Systems, National Research Council, 2101 Constitution Avenue, NW, Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Engineering; *Engineers; Labor Needs; Labor Supply; *Labor Utilization; *Leadership; Performance Factors; *Personnel Policy; Policy Formation; Professional Development; Professional Recognition; Research and Development; Research and Development Centers; Science Laboratories; *Scientists; *Work Environment
IDENTIFIERS- *Army Laboratories

In response to a 1982 request by the U.S. Department of the Army, the National Research Council's Board on Army Science and Technology established the Committee on Army Manpower to investigate the professional environments and use of civilian and military scientists/engineers in Army laboratories. The committee's primary objective was to identify steps the Army could take to better ensure that its laboratory personnel contribute most effectively to accomplishing the laboratories' missions. Provided in this document are the committee findings, conclusions, and recommendations which are based on extensive laboratory site visits/interviews, on discussions with experts in the field of human factors research, on the findings/recommendations of prior studies of research and development (R&D) institutions, and on the committee members' experience in managing such institutions. Observations, conclusions, and recommendations are reported in separate sections for: leadership; personnel policies/procedures; policies concerning professional growth and recognition; resources; and R&D programs. The framework for analyzing each of these areas and future trends (considering demography, labor supply/demand and Army plans) are also reported. Supporting documentation (including laboratory staff consulted, questions of the committee when meeting with laboratory personnel, list of principal documents reviewed by the committee, and others) are provided in seven appendixes. (JN)

ED 237 345 SE 043 556

Energy Education As We Leave It. Final Report.

Education Commission of the States, Denver, Colo.

PUB DATE- 31 Oct 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Conservation Education; *Educational Trends; Elementary Secondary Education; *Energy; *Energy Conservation; Environmental Education; Financial Support; Instructional Materials; *Program Descriptions; Program Evaluation; Science Education; State Departments of Education; *State Programs
IDENTIFIERS- *Energy Education

Since 1978, the Education Commission of the States has worked closely with the U.S. Department of Energy to: collect/disseminate information regarding federal, state, and local energy education/conservation activities; assist states in developing/implementing both energy education and school energy management policies and programs; and better prepare state education officials to deal effectively with energy supply disruptions and/or significant price escalations. Rather than list and evaluate completed activities, this final report focuses on the current status of energy as a topic of public interest and of educational interest in the states. A general portrayal of state-level involvement in energy education, state-specific characteristics of the seven pilot states which have worked most closely with the project (Colorado, Florida, Idaho, Illinois, Massachusetts, Nebraska, and Ohio), and a few comments regarding inter-regional differences in the way states have dealt with energy education are included. conclusions reported are those indicating: cuts in most

state energy education programs; existence of state energy offices in all states but under a variety of administrative arrangements; and infusion of energy topics by energy education advocates into basic subject areas. (JN)

ED 237 405 SO 015 147

Sesow, F. Wm.; Chapman, Denise

A Comparison of School and Non School Selected Knowledge Acquisition as Perceived by Elementary School Children of Australia and the United States.

PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Comparative Education; Cross Cultural Studies; *Cultural Awareness; Cultural Influences; *Culture Contact; Educational Background; Educational Research; Elementary Education; Foreign Countries; Foreign Culture; Global Approach; *Knowledge Level; *Nonformal Education; Social Studies
IDENTIFIERS- *Australia; *United States

The purposes of this study are to compare school and non-school acquisition of knowledge as perceived by Australian and American elementary school children, and to determine if children acquire more knowledge about their own country than foreign children do. A total of 156 American 5th and 6th graders and 100 Australian 6th and 7th year students from similar suburban communities answered 50 multiple choice questions on events, location, culture, economics, politics, people, and geography of Australia and the United States. Students also indicated whether they believed they had gained their knowledge in or outside of school. Findings indicate that American children had significantly greater knowledge about the United States than Australian children did, and vice versa. Moreover, neither group perceived a difference between school and non-school acquisition of knowledge. These results suggest that social studies knowledge may be acquired through non-school activities. A broadening of children's environment over the years due to travel and technology is also indicated. The report concludes with four tables of data. (LP)

ED 237 435 SO 015 191

Visual Arts Education Guidelines, K-12.
Georgia State Dept. of Education, Atlanta. Div. of Curriculum Development.; Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Aesthetic Values; Art Activities; *Art Appreciation; *Art Education; Art Expression; Art History; *Critical Thinking; Curriculum Development; Curriculum Guides; Elementary Secondary Education; Value Judgment

Guidelines are offered for implementing an art education program fostering art knowledge, art appreciation, and personal creativity. Six chapters cover goals, content, curriculum planning, resources, evaluation and administration. Chapter 1 identifies 5 objectives of art education--perceptual awareness, values development, creative development, knowledge, and development of personal judgment. Charts tag each objective to specific skills, concepts, and grade levels. Chapter 2 focuses on 5 content areas for teaching art. Subject, theme, products, media, function, and design are coded in charts to specific objectives and activities. In Chapter 3, exemplary units are provided for early childhood, middle grades, and secondary levels. The early childhood unit on animals offers lessons such as looking at pets, 3-dimensional animals, and children as art critics. "Feelings in Art," the middle grade unit, includes lessons on sketching faces, human form, and portraits and landscapes. The secondary level unit treats expressions of social concerns through art. Chapter 4 provides lists of resources. Strategies for evaluating lessons and student work are discussed in chapter 5. The final chapter details implementation concerns, including personnel, scheduling, financing, and facilities. Appendices outline steps for developing a visual arts curriculum, career resources, and relevant organizations. (LP)

ED 237 512 TM 820 752

Wilson, Kenneth M.
A Comparative Analysis of TOEFL Examinee Characteristics, 1977-1979.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-82-77; TOEFL-RR-11
PUB DATE- Sep 82
AVAILABLE FROM- Educational Testing Service, TOEFL Program Office, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Entrance Examinations; Educational Trends; *English (Second Language); Foreign Countries; *Foreign Students; Language Tests; Postsecondary Education; Profiles; *Student Characteristics
IDENTIFIERS- *Test of English as a Foreign Language

Divided into seven sections, this report contains: (1) data delineating the population of postsecondary-degree-planning candidates, by native country and Test of English as a Foreign Language (TOEFL) region; (2) differences among native country contingents with respect to degree level, age, sex, and all other basic TOEFL variables, except TOEFL scores; (3) variation on mean TOEFL score profiles for degree-planning candidates, by level of planned degree program, and by country; (4) variation in TOEFL means in relation to sex, location of test center, previous experience with TOEFL, and score repeating patterns; (5) distribution of graduate-degree planners according to intended department of study, and corresponding TOEFL score statistics; (6) patterns of native languages by native country; and (7) summary data on differences among native country groups with respect to basic TOEFL variables, and the extent of covariation across native country contingents between indices descriptive of TOEFL candidate contingents and indices of the standing of countries on indices of relative status as developed vs developing. Emphasis is on native country as the unit of analysis and on the comparative assessment of data on candidate characteristics and TOEFL performance by country of origin. (PN)

ED 237 199 PS 013 924

Arboleda, Jairo; Levinger, Beryl
Measuring the Child Quality of Life: Issues and Options.
Save the Children, Westport, CT.
PUB DATE- 2 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Children; Global Approach; Measurement Techniques; *Quality of Life; *Standards; *Test Construction; Weighted Scores; *Well Being

A Child Quality of Life Index (CQLI) should be developed in order to realize three objectives: (1) to raise the consciousness of decision makers, prospective donors, field workers, and community members concerning the needs of children; (2) to assist field workers and community members in planning specific programs to meet the priority needs of local children; and (3) to promote enhanced coordination and communication among organizations working to address the needs of children, their families, and communities. Available options for formulating a CQLI include a modified physical quality of life index, normative and non-normative micro-assessment tools, and a combination of micro and global approaches. Concerning (1) sub-scales for age groups, (2) multiple indicators in a small number of sectors, (3) selection of measures, (4) equity considerations in developing countries, (5) practicality, (6) selection of indicators most amenable to intervention strategies, (7) identification of factors exerting the greatest influence on the status of children, and (8) formulation of working hypotheses providing a conceptual framework for the CQLI, eight general principles should govern the technical construction of the CQLI. Technical development could occur in three phases: delineation, testing and validation, and application of procedures. (In conclusion, illustrations of specific dimensions and indicators that should be considered for inclusion in a CQLI are offered, and an example of how subdimensions might be weighted is provided.) (RH)

ED 237 214 PS 013 964

Graden, Janet L.; And Others

When Are Students Most Academically Engaged? Students' Academic Responding Time in Different Instructional Ecologies. IRLD Research Report No. 119.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Jun 83

CONTRACT- 300-80-0622

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Classroom Environment; Classroom Observation Techniques; Classroom Research; Elementary Education; *Elementary School Students; Grouping (Instructional Purposes); Learning Activities; Reaction Time; *Student Reaction; *Time Factors (Learning); *Time on Task

IDENTIFIERS- *Classroom Effectiveness

The effect of different instructional variables on students' academic responding time was the focus of the current study. A total of 54 students from 10 classrooms in 5 suburban elementary schools served as subjects. In each school, six students were randomly selected from each of two classrooms, resulting in a group of 22 third graders and 32 fourth graders (26 boys and 28 girls). Each target student was observed over the entire school day, and six event areas were recorded: activity, task, teaching structure, teacher location, teacher activity, and student response. An interval time-sampling technique was used to direct the recording of events in 10-second intervals over the entire day. Ten selected observers recorded data. Results were presented in five areas: the class activity, the task used, the teaching structure, the teacher's location relative to the student, and the teacher's activity. Overall, results indicated that instructional variables do have an impact on students' academic responding. It was suggested that, through an awareness of the effect of different instructional variables on student academic response, results can be applied to increase the time students spend engaged in academic tasks. (BJD)

ED 237 272 RC 014 436

Loomis, Ralph A.; Spencer, Gregory P.

Catalyst for Interorganizational Collaboration: The Partnership for Rural Improvement. Working Paper Series.

Partnership for Rural Improvement, Pullman, Wash.
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Agency Cooperation; *Community Services; Cooperative Planning; *Coordination; *Delivery Systems; *Organizational Development; Organizations (Groups); *Rural Development; Workshops
IDENTIFIERS- Organizational Needs; *Partnership for Rural Improvement

The Partnership for Rural Improvement (PRI) designs and tests methods of creating and strengthening cooperation among providers and between providers and users of rural public services. PRI has defined six types of collaboration (voluntary, involuntary, formal, informal, direct, and indirect) and strives for voluntary collaboration among agencies, with a balance between formal and informal collaboration. Collaboration occurs in varying degrees ranging from simple awareness of another organization's existence (cooperation) through planned participation on projects (collaboration) to a planned overlapping of boards and a joint setting of policy (integration). Both among and within organizations, horizontal and vertical collaboration are necessary.

Ideal collaboration involves perfect communication and understanding of expectations and implementation among all relevant persons at all working levels of all involved organizations. Still, certain conditions must be present for a voluntary collaborative arrangement to succeed. The conditions include personal commitment of involved individuals, obvious benefits to involved organizations, organizational support for individuals, and effective communication. Feeling that collaborative relationships develop hierarchically, PRI attempts to further collaborate by teaching workshops to meet organizational needs at four progressively complex levels: intrapersonal, interpersonal, intraorganizational, and interorganizational. PRI itself illustrates how to use this conceptual framework in implementing an active collaborative program. (SB)

ED 237 286 RC 014 460

Waite, Linda J.; And Others
Expectations of Malaysian Mothers for the Schooling of Their Children.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
REPORT NO.- Rand-N-1947-AID
PUB DATE- Mar 83
GRANT- AID/OTR-G-1822
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Academic Aspiration; Age; Cultural Background; Cultural Differences; Daughters; Early Parenthood; Educational Experience; Elementary Secondary Education; Ethnic Groups; Ethnicity; *Expectation; Females; Foreign Countries; Indians; Males; *Mother Attitudes; *Mothers; National Surveys; *Parent Aspiration; *Parent Background; Parent Child Relationship; Rural Population; Sons; Work Experience
IDENTIFIERS- Chinese People; Malayans; *Malaysia

A Rand study develops a model concerning mothers in Peninsular Malaysia's three major ethnic groups (Malay, Chinese, Indian), investigating relationships between their early life experiences and their expectations for education levels of their children. The model examines three of the women's early life experiences that are governed by their parents' desires and characteristics: education, early labor force experience, and age at family formation (marriage or first birth). Data are from mothers of 1,159 children, aged 5-9, from the 1976-77 Malaysian Family Life Survey. Results indicate that relationships among mothers' early life experiences and between those outcomes and expectations for children's education often differ by ethnicity and by child's sex. Modern-sector work experience substantially increases mothers' expectations among Chinese and Indian women, but not among Malays, many of whom are from rural areas. Chinese mothers (but not Malays or Indians) strongly favor sons over daughters in expected schooling, but modern-sector work experience changes this pattern, dramatically increasing Chinese expectations for daughters' schooling, but not affecting expectations for sons' attainments. Government policies to improve Malays' social and economic standing have apparently raised expectations for their children's education, relative to Chinese and Indian expectations, as Chinese and Indian women expect their children to complete less schooling than Malays expect. (MH)

ED 237 300 RC 014 478

Barker, Bruce O.; Muse, Ivan D.
A Research Report of Small/Rural School Districts in Texas Compared to School Districts of Similar Size Nationwide.
PUB DATE- 17 Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Athletics; Comparative Analysis; *Curriculum; Declining Enrollment; Educational Finance; Educational Resources; Elementary Secondary Education; Profiles; Rural Schools; *School Districts; School Size; *Small Schools; State Surveys; Student Teacher Ratio; *Superintendents; *Teachers; Teacher Salaries; Transportation
IDENTIFIERS- *Texas

The study compared nationwide research findings about the districts, superintendents, teachers, programs, and student performance in 642 public school districts with an enrollment of 900 or less to data from a random sample of school districts of similar size in Texas. Data were gathered from superintendents by questionnaire during the 1982-83 school year. Eighty-four of Texas' 1,101 school districts, or 67.7% of those surveyed, responded. While school enrollments, average number of schools per district, and busing distances were similar to national averages, only 15.7% reported declining enrollments, compared to a national average of 36.2%. Bond issues were higher than average in Texas and 54.9% of the districts received state funds, compared to 24.2% nationally. More superintendents held master's degrees but fewer held education specialist or doctoral degrees than the national average. Superintendent salaries were generally higher than nationwide. Teachers/district and teacher/student ratios, as well as teacher turnover, duties, and salaries were close to national averages. Graduating seniors exhibited somewhat higher than average academic achievement and a similar percentage went on to college. District sports offerings compared favorably as did curricula. Fewer districts than average employed psychologists or adult, community, or vocational education directors, but other resource personnel figures were similiar to national averages. (SB)

ED 237 315 SE 043 176

The Supply and Demand for Illinois Mathematics and Science Teachers.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary School Teachers; Elementary Secondary Education; Employment Patterns; Mathematics Education; *Mathematics Teachers; Science Education; *Science Teachers; *Secondary School Mathematics; *Secondary School Science; Secondary School Teachers; State Surveys; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Illinois

This report focuses on the supply/demand of mathematics/science (M/S) teachers in Illinois, evaluating four major assumptions made about these teachers. Each assumption is identified and examined in terms of whether the Illinois data support/reject the assumption. These assumptions are: (1) Supply of M/S teachers is insufficient to meet demand; (2) Turnover rate is higher for M/S teachers, and these teachers leave the profession to take jobs in private industry; (3) As a result of the critical shortage of M/S teachers, schools have vacancies; (4) Shortage of M/S teachers has resulted in local district administrators using minimally/poorly trained personnel to fill teaching positions. Analyses indicate that the shortage in Illinois is moderate and that turnover rates for M/S teachers are lower than the average turnover rate for all teachers. Of those mathematics teachers who leave, approximately one-fifth resign to take different employment. Data do not show that physics, chemistry, or higher-level mathematics teachers leave teaching at a greater rate than other M/S teachers. Furthermore, information obtained does not support the belief that there are many vacant M/S positions. Lastly, the quality of staff used to fill M/S positions is not known but it can be assumed that persons hired have valid teaching certificates. (JN)

ED 237 375 SO 014 892

Curiel, Herman
A Comparative View of Approaches to Social Work Education in Argentina and the United States. Rough Draft.
PUB DATE- 17 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Education; Educational Practices; Educational Research; *Graduate Study; Higher Education; Institutional Research; School Surveys; *Social Work; Social Workers; Surveys; Training Methods
IDENTIFIERS- Argentina (Buenos Aires); Latin America; *Social Work Educators; South America; United States

Educational approaches to social work in the United States are compared with programs in South America. The first half of the document discusses a 1981 survey conducted by Argentine Professor Alayon. Questionnaires were sent to 236 schools in 21 Latin American countries. Data are based on 46 responses from 13 countries concerning status of the schools, history of the schools, enrollment statistics, faculty backgrounds, curriculum offerings, types of degrees offered, entrance requirements, graduation requirements, and field work placement. The second half of the document briefly compares undergraduate requirements of the Council on Social Work in the United States with the requirements of the Institute for Social Work in Buenos Aires. Major similarities can be found in American and South American programs, with exceptions lying in field work requirements and emphasis on research. The data indicate an improvement in the status of social work programs in Latin America and a trend toward more uniformity between the United States and Latin America in the training of social workers. (LH)

ED 237 420 SO 015 176

Green, Frederick; Clarke, Wentworth
Research Report on Elementary and Secondary Teachers' Competencies in Map and Globe Skills.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Improvement; Educational Research; Elementary Secondary Education; Geographic Concepts; *Geography Instruction; Higher Education; *Locational Skills (Social Studies); *Map Skills; Teacher Education Curriculum; *Teacher Education Programs; *Teacher Effectiveness; Teacher Improvement; *Teacher Qualifications
IDENTIFIERS- *Globes

Research was conducted to determine whether teacher training institutes provide adequate education in map and globe skills and whether prospective teachers are capable of transmitting map and globe skills to students. To test these questions, a total of 495 elementary education majors at the University of Central Florida took the Nystrom Map and Globe Skills Diagnostic Test between 1979 and 1983. Tests were conducted in the fall and spring of each academic year on those students currently enrolled in the second of three public school internships. Data were compiled yearly and then processed comprehensively. In addition, 29 secondary education majors took the test in spring 1983 and their results were compared to a randomly selected class of elementary education majors. Findings indicated that the average education major tested had a C level understanding of tested skills. Major weaknesses in 6 of 23 areas, including the ability to identify source and direction of rivers, compare climates on the basis of latitude and elevation, and discriminate between maps and globes for determining size, shape, distance, and direction, suggest the need to reform social studies method courses for preservice and inservice teachers. Tables illustrate major question areas missed by test groups. (LP)

ED 237 451 SP 022 548

Jones, Allan; Gorney, Janifer
Creative Quickies. Vol. I.
PUB DATE- 76
AVAILABLE FROM- Arts' Books (The Book Bin), 222 Madrone, Larkspur, CA 94939 ($7.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Art Activities; Creative Activities; *Creative Thinking; *Creative Writing; Elementary Education; Interdisciplinary Approach; Learning Activities
IDENTIFIERS- Holidays; PF Project

These learning activities are designed for use in the classroom or at home when activities for special moments are needed. They can be introduced with a minimum amount of preparation and materials and a maximum amount of success. They are intended to give children a learning experience that is fun while developing imagination and creative thinking. The activities are organized into five sections. The first section (creative quickies) contains 39 interdisciplinary activities. The second section contains 24 writing activities designed to provide children with different approaches for writing stories. Twelve holiday activities designed to provide children with learning experiences that include values are presented in the third section. The fourth section contains seven special day activities which can be used with units of study or used just for fun. Five activities meant to provide extended learning experiences through the making of booklets are described in the fifth section. (JW)

ED 237 467 SP 023 092

Crabtree, Vaun C.

An Inquiry into Student Recruitment Efforts and Attitudes of 245 Schools, Colleges and Departments of Education from Three Types of Institutions and of Four Sizes.

PUB DATE- Oct 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrator Attitudes; *Black Colleges; *Education Majors; Higher Education; Preservice Teacher Education; *Private Colleges; Program Costs; Program Effectiveness; Program Evaluation; Public Education; *Schools of Education; *State Colleges; *Student Recruitment
IDENTIFIERS- Systematic Student Recruitment Program

A study described efforts of 245 schools, colleges, and departments of education (SCDEs) at private, public, and traditionally black institutions to recruit students into preservice teacher preparation programs, and the attitudes of teacher education department heads at those institutions toward several aspects of student recruitment. Results received from a survey questionnaire indicate that the majority of SCDE recruitment is carried on in a casual and unsystematic, unplanned fashion, unless it is performed through a Systematic Student Recruitment Program (SSRP). Lack of funds and personnel were seen as the major difficulties encountered in recruitment programs, and results showed little, if any, money allotted to, or by, SCDEs for recruitment purposes. According to over 80 percent of SCDEs, the number one criterion used for selecting a target population for recruitment was student interest in a program like theirs, and the most effective recruitment method was through scholarships. "Blacks" was a minority group underrepresented at 73 percent of SCDEs from public institutions and 58 percent of SCDEs from private institutions. A large percentage of SCDEs reported science and mathematics as areas where recruitment is needed most. A list is provided of 30 SCDEs that have "rigorous" SSRPs. The study discusses each survey question in detail and includes 53 tables. Appended to the report are: the basic questionnaire; the survey cover letter; individual responses to six open-ended survey questions; and a bibliography. (JMK)

ED 237 530 TM 830 776

Barrett, Barrie J.; Musial, Diann
The Institute for Educational Research Writing Skills Project.
Institute for Educational Research, Glen Ellyn, IL.
PUB DATE- 81
AVAILABLE FROM- Institute for Educational Research, 793 N. Main St., Glen Ellyn, IL 60137 ($95.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Cohesion (Written Composition); *Criterion Referenced Tests; Educational Objectives; Elementary Education; Grammar; *Holistic Evaluation; *Item Banks; Logical Thinking; Punctuation; Test Construction; Test Items; Vocabulary Skills; *Writing Evaluation; *Writing Skills
IDENTIFIERS- Rasch Model

The writing skills item bank contain 82 objectives each represented by two writing prompts with criteria for holistic scoring. Grade levels covered are one through eight. The objectives deal with aspects of composition such as grammar, vocabulary, punctuation, logic, and creativity. The "items" are writing prompts to which the student responds with a sentence or as much as several paragraphs of original writing. The scoring criteria are based on a primary trait analysis of the required writing skills. The prompts have been tested on over 3,000 elementary students and then calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of writing skill achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing. (Author)

ED 237 581 TM 832 016

Phillips, Art
Test Taking Skills. A SORD Project.
Jackson Education Service District, Medford, OR.
PUB DATE- Mar 83
AVAILABLE FROM- Jackson Education Service District, 101 North Grape, Medford, OR 97501 ($3.00 per 25 copies, plus postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Deduction; Elementary Secondary Education; Guidelines; Pamphlets; *Skill Development; Student Improvement; *Test Wiseness
IDENTIFIERS- PF Project

This pamphlet, prepared by the Southern Oregon Research and Development Committee (SORD), offers suggestions for students and teachers for improving students' test-taking skills. Among the skills that students should possess to be prepared for taking tests are knowing the purposes of testing, having experience and practice in testing and following directions, knowing the advantages of guessing, and being prepared. Seven suggestions for students to consider prior to taking tests cover such topics as studying, diet, exercise, and comfortable dress. Included in the 14 suggestions for students to follow during tests are hints concerning directions, time management, math problems, and reading tests. Twelve guidelines are offered for deductive reasoning during tests including eliminating incorrect options, examining questions for clues to the answer, reading questions first on a reading test, and making use of patterns in the test. Information provided for teachers includes a description of the problem of students who lack test-taking skills, a definition of test wiseness, suggestions for helping students become better test takers, and suggestions for maintaining a good testing environment. (DC)

ED 237 596 UD 023 201

Removing Barriers to CETA/Education Collaboration.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Agency Cooperation; Cooperative Education; Cooperative Programs; *Disadvantaged Youth; Economically Disadvantaged; Education Work Relationship; *Employment Potential; Guidelines; *Job Skills; Problem Solving; *Public Agencies; *Public Schools; Resource Materials; Secondary Education; Youth Employment
IDENTIFIERS- CETA Youth Employment Program; *Comprehensive Employment and Training Act

The topic of this paper, the first in a series based on actual practice in education/work related programs, is educational collaboration between the school and Comprehensive Employment and Training Act (CETA) programs. The information in this paper is intended to contribute to the formulation of better policy and to aid practitioners engaged in setting up an education/work program or looking for ideas to expand one. Described are ways in which barriers to collaboration between schools and prime sponsors in CETA education projects have been removed. From these descriptions, some guidelines and recommendations for policymakers and other practitioners are synthesized. Findings are reported under four headings, where specific barriers to collaboration are presented, along with solutions: (1) getting started--how schools and prime sponsors in CETA can come together to plan programs; (2) administrative arrangements; (3) providing services--how to solve the problems of providing them in a coordinated and nonduplicative way; and (4) resources--what is available for building and expanding cooperative programs. (CMG)

ED 237 184 JC 830 849

Full Classrooms: 95 Practical Suggestions To Guarantee Student and Teacher Success.

Jefferson Community Coll., Louisville, Ky.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Academic Persistence; Administrator Role; *Change Strategies; Classroom Techniques; Community Colleges; Guidelines; Pamphlets; *School Holding Power; Student Projects; Student Teacher Relationship; Success; *Teacher Role; Two Year Colleges; *Two Year College Students
IDENTIFIERS- PF Project

Suggestions are offered for use in dealing with the problem of student retention and attrition. The suggestions reflect the combined experiences of the faculty of Jefferson Community College (Kentucky) and were developed through a small-group process. They are divided into five categories: (1) faculty/student interaction related to the affective domain of student growth (22 suggestions); (2) general classroom management and the day-to-day operation of classes (37 suggestions); (3) student activities which encourage cooperation rather than competition (11 suggestions); (4) activities initiated by faculty to help students (24 suggestions); and (5) activities which ensure administrative involvement in the teaching/learning process (11 suggestions). (DC)

ED 237 243 PS 014 010

Johnson, S. Langham
How to Be Happy with Microcomputers in Your School.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

(055)
DESCRIPTIONS- *Computer Literacy; *Computer Programs; Criteria; Elementary Secondary Education; Guidelines; *Microcomputers; Preschool Education; *Research Needs; Selection
IDENTIFIERS- *Computer Uses in Education; *Software Evaluation

Although researchers are only now beginning studies of microcomputer use in classrooms, findings concerning the educational use of mainframe computer terminals indicate educational benefits. The available studies suggest guidelines for classroom microcomputer use. These guidelines include developing administrative procedures for evaluating computer software; instituting ground rules for sharing microcomputers; and making plans for introducing the microcomputer into the classroom, for supervision, and for teacher orientation to hardware and software. A microcomputer can be used to (1) teach computer literacy; (2) tutor; (3) teach programming skills; (4) allow students to express themselves, explore, and create; (5) provide opportunities for creative writing; and (6) perform administrative tasks. Practitioners should demand that computer program publishers provide preview privileges. Criteria for selecting software programs should include determining whether the program has been field-tested and is compatible with hardware and instructional objectives; assessing the psychological impact of the program on students; estimating how the program, as a sensory experience, is likely to contribute to students' overall perception of classroom life; identifying the age for which the program's physical features are most appropriate; evaluating the quality of the interactive structure of the program; and assessing the appropriateness of the program in relation to concrete and symbolic experience. (In conclusion, questions for future research are suggested.) (RH)

ED 237 258 RC 014 330

Cho, Woong K.
Socio-Economic and Psychological Attributes of Rural Poverty in Mississippi. Research Bulletin Number 17.
Alcorn State Univ., Lorman, Miss.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 82

GRANT- MISX4003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attitudes; Blacks; Comparative Analysis; Cultural Differences; Income; *Poverty; *Psychological Characteristics; *Racial Differences; *Rural Areas; Rural Population; *Rural Urban Differences; *Socioeconomic Status; Values; Whites
IDENTIFIERS- Culture of Poverty; Lewis (Oscar); *Mississippi; United States (South)

Data from two studies highlighted the socioeconomic and psychological attributes of poverty in rural Mississippi. In the first study, county census data were analyzed to determine changes in the socioeconomic status of rural and urban poor between 1960 and 1970. In 1970, the poverty count in rural and urban areas differed by 16.6%, down 5.1% from 1960. Poverty was disproportionately high in rural counties, where the median family income of $4,591 was nearly $3,000 lower than in urban counties, and among rural blacks, whose median family income was only $2,931. Rural poverty was highly correlated with race, farm residence, education level, unemployment, age, and family structure. Little rural-urban difference existed in the regional distribution of income sources. In the second study, researchers challenged Oscar Lewis' notion that a "culture of poverty" as related to attitudinal and value traits overrides basic ethnic orientation. Their findings indicated that race was likely to be a more significant determinant of attitude and value than was poverty. Data from a 248-household survey in Mississippi showed significant differences in responses between black and white samples and between black and poor samples. In general, rural blacks felt more fatalistic, suspicious, socially alienated, and less trusting than the rural poor whites. (SB)

ED 237 360 SE 043 574

Workshop for Key Personnel Concerned With Out-of-School Scientific Activities by Young People. Report of a Regional Workshop (Bangkok, Thailand, August 24 - September 2, 1982).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive

(Program/Project Descriptions) (141)

DESCRIPTIONS- *Educational Trends; Elementary School Science; Elementary Secondary Education; Environmental Education; Foreign Countries; Museums; Nonformal Education; *Nonschool Educational Programs; *Program Descriptions; Program Development; *Science Activities; *Science Education; Science Instruction; *Science Programs; Secondary School Science

This workshop was designed to discuss the role of out-of-school science activities both in formal and non-formal education programs. Fifteen participants from Australia, Bangladesh, China, India, Indonesia, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Republic of Korea, Singapore, Sri Lanka, and Thailand attended the workshop. Highlights of reports presented by these participants and their subsequent review and discussion of the major trends, problems, and issues of concern in national efforts to promote out-of-school science activities are provided. Also provided are a set of guidelines for planning, organizing, and evaluating the activities. These guidelines are based on the experiences shared in the workshop as well as the various emerging trends, problems, and issues which are being faced by the organizers of such activities in the participating countries. A suggested outline for a training handbook for key personnel organizing the activities is included. The outline suggests an introductory chapter (including rationale for developing/implementing the activities), chapters focusing on planning, implementation, and evaluation methods/issues, and a final chapter on the special characteristics of selected out-of-school science activities. Appended are several short speeches, the workshop agenda and a list of participants. (JN)

ED 237 390 SO 015 085

Sherohman, James
Applied Sociology and Social Work.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Competition; Departments; *Educational History;

*Educational Needs; Educational Trends; Elective Courses;
Enrollment; Higher Education; Intellectual Disciplines;
*Interdisciplinary Approach; Problems; Relevance (Education);
*Social Work; Sociology
IDENTIFIERS- *Applied Sociology

During the early decades of social science in the United States, the strong applied emphasis in sociology and the mutual interest of sociology and social work in social reform made these disciplines nearly indistinguishable. The dissolution in 1909 of the American Social Science Association began a period of divergence between the two disciplines that continued until recent decades, when the two disciplines began converging again. The trend in undergraduate education today toward applied sociology curricula should increase the advantages of cooperation for both sociology and social work. For example, social work students will be more effective practitioners if they are exposed to sociological theories and concepts that can be translated into terms usable in social work practice. Four obstacles to cooperation are conceptions of differences between the two disciplines, overlapping interests of the two disciplines which blur disciplinary boundaries, competition for students, and departmental politics which impede cooperation in combined departments. Alternative paths to cooperation include merging applied sociology and social work into a single program, making social work courses available as options for applied sociology students, and incorporating social work courses as electives in the applied sociology program. (RM)

ED 237 483 SP 023 310

Newlon, Betty J.; Arciniega, Miguel

Adlerian Classroom Management: An Inservice Model.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classroom Techniques; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; Program Effectiveness; *Psychoeducational Methods; Student Behavior; Student Development; Student Teacher Relationship; *Teacher Attitudes; Teacher Response; Teacher Role; *Teacher Workshops
IDENTIFIERS- *Adlerian Psychology

A study applied and evaluated an inservice model for teacher education based on Alderian techniques. Subjects were 24 elementary school teachers, in a southwestern metropolitan city, who volunteered for an inservice program. Teachers in this experimental group were matched to teachers in a comparison group on the basis of age range, sex, experience range, and school grade levels taught. Study treatment consisted of seven weekly meetings, each one and one half hours in length. During these meetings the model was presented in three phases: (1) theoretical and conceptual aspects, specific topics including "school and society" and "understanding human behavior"; (2) cognitive application, specific topics including "goals of child rearing and education" and "democratic techniques of classroom management"; and (3) utilization and practical application of the knowledge acquired, including the presentation of eight different methods of classroom management. Analyses of the pre-test data indicated that the experimental group and the control group were comparable. In pre-post analysis the teachers in the experimental group showed significantly greater gains in knowledge, understanding, and application of the Alderian Inservice Model, and greater positive change in their perception of selected students' behavior, than did the teachers in the comparison group. (Author/JMK)

ED 237 498 SP 023 331

Winne, Philip H.; Marx, Ronald W.
Students' Cognitive Processes While Learning from Teaching. Final Report: Appendices. (Volume Two).
Simon Fraser Univ., Burnaby (British Columbia). Faculty of Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-79-0098

LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Achievement Tests; Behavioral Objectives; *Cognitive Processes; *Course Content; *Curriculum Design; Elementary Education; Interaction Process Analysis; Learning Strategies; *Mediation Theory; Student Reaction

These appendices present the protocols used in research (reported in Volume 1) on the cognitive processes of students while learning from teaching. Curriculum outlines are given for the videotaped lessons used in the second and third studies: lessons in sleep and elementary psychology. Included in the appendices are: (1) the illustrative script used in producing the videotaped lessons; (2) scripts used in the training group for the second study; (3) essay and multiple-choice tests for studies 2 and 3; (4) scoring keys for the multiple-choice and essay tests; and (5) aptitude and achievement measures for the three regular classroom environments which served as an extension of the second and third studies by employing similar instructional techniques in the form of short videotaped lessons. (JD)

ED 237 547 TM 830 809

Ferguson, William F.
Non-Traditional Answer-Sheet Format: Solution or Problem?
PUB DATE- Nov 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Answer Sheets; *Cheating; Higher Education; *Multiple
Choice Tests; *Test Construction; *Test Format; Testing; Testing

Problems
IDENTIFIERS- Test Score Variance; Test Security

College undergraduates (n=38) were administered identical multiple choice tests with randomly presented answer-sheets numbered either vertically or horizontally. Of the originally-scheduled four tests during the semester, tests one and three were retested with entirely different test questions, also multiple choice, resulting in scores from tests, 1A, 1B, 2, 3A, 3B, and 4. Test 1B was mentioned as a possibility prior to testing of 1A. The instructor was vague and noncommittal about the possibility of a test 2A and a 2B. Prior to test 3A, subjects were told they would be retested on the same material. The students were told very definitely that test 4 would be given only once. Therefore, each of the four major content divisions of the course had tests administered under four completely different instructions. These conditions seemed to play a role in the final outcome of students' scores. When students were tested a second time without advance notice, their second mean score was lower than their first mean score, reflecting the "memory (forgetting) curve." There was a consistent pattern of a reduction of variance in the scores of the horizontally-numbered answer-sheet group. Students who performed best in the course academically did slightly better on the vertically-numbered forms. Conversely, students who did the worst academically actually did considerably better on the horizontally-numbered answer-sheet than on the vertically-numbered one. The conclusion is that the non-traditional answer-sheet format was somewhat confusing to the students. (PN)

ED 237 564   TM 830 829

Gray, Peter J.; Smith Jana Kay

Needs Assessment Summary: Cost Analysis, Policy Analysis, and Other Evaluation Methods. Research on Evaluation Program. Paper and Report Series No. 81.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83

CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cost Effectiveness; Educational Research; *Evaluation Methods; *Needs Assessment; Policy Formation; *Program Evaluation; Research and Development Centers; Research Needs
IDENTIFIERS- Education Consolidation and Improvement Act 1981; *Northwest Regional Educational Laboratory; *Technical Assistance Centers

One of the missions of the Research on Evaluation Program for 1983, is to increase the capacity of the Northwest Regional Educational Laboratory (NWREL) to provide regional services in the areas of evaluation, policy analysis, and especially cost analysis. To provide this service, the program needed specific information on regional service needs and the existing skills and support needs of NWREL staff. Three major sources of information were used in assessing these needs. The first was a recently completed program study of the regional effects of the Education Consolidation and Improvement Act on evaluation practice at the state and local levels. The second source of information was a needs sensing survey conducted by the NWREL Training Center, which included a study of local education agency superintendents' needs regarding inservice practices/interests. The third source of information focused on NWREL staff perceptions of their own needs in the area of cost methods based on the types of service they have provided, or anticipate providing, to clients. The results of these needs assessment activities and their implications for training and technical assistance in the areas of cost analysis, policy analysis, and other evaluation methods are the focus of this report. (PN)

DOCUMENT RESUME

ED 237 597 UD 023 204

Opperman, Prudence; And Others
The 1982-83 Promotional Gates Program: Mid-Year Assessment and Analysis of August, 1982 and January, 1983 Test Results. O.E.E. Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Elementary Secondary Education; Grade 4; Grade 7; *Grade Repetition; Limited English Speaking; Mathematics Achievement; *Program Administration; *Program Effectiveness; Program Evaluation; Reading Achievement; *Remedial Programs; Resource Centers; *Staff Development; Summer Programs
IDENTIFIERS- New York (New York); *Promotional Gates Program

The Promotional Gates Program was initiated in the New York City Public Schools in order to set and maintain citywide curriculum and performance standards, identify students unable to meet the minimum standards, and provide remedial instruction. Under this program, the promotional policy sets "gates" at grades 4 and 7; students unable to meet performance standards at the end of these school years are retained and given intensive instruction in reading and mathematics. This report examines (1) staff development in the program for 1982-83; (2) implementation of the Gates 1982 summer program and outcomes reflected in test results in August, 1982; and (3) the initial implementation of the 1982-83 Gates program and outcomes reflected in test results in January, 1983. Data in the report refer to students held over in the 4th or 7th grade for the first time in 1981-82. Also presented are data on two subgroups of the Gates population: limited English proficient and resource room students. It is concluded that (1) program organization and administration through January, 1983, was more efficient than in the previous year; (2) appeal procedures were formalized and more consistently applied than in the program's first year; (3) reactions to staff training for the summer and school year programs were largely favorable; and (4) reading outcomes at the end of summer school and in January, 1983, were equivalent to or slightly better than the previous year's results. Problem areas are identified as student attendance, a shortage of instructional materials, and services to limited English proficient students. (GC)

DOCUMENT RESUME

ED 237 612 UD 023 232

Iwanicki, Edward F.; Gable, Robert K.

Hartford Project Concern Program. Final Evaluation Report, 1982-83.

Hartford Public Schools, Conn.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Affective Measures; Educationally Disadvantaged; Elementary Secondary Education; English; *Language Arts; *Mathematics Achievement; *Program Effectiveness; Program Evaluation; *Reading Achievement; School Attitudes; School Desegregation; Self Concept; Suburban Schools; Urban Schools
IDENTIFIERS- Hartford Public Schools CT; *Project Concern

Evaluated in this report on Project Concern in Hartford, Connecticut, are (1) the cognitive and affective impact of Project Concern in the school year 1982-83; and (2) the sustained cognitive effects of Project Concern from Spring 1981 to Spring 1983. Project Concern began in September, 1966, as an experiment in educational intervention for children from Title I schools in the north end of Hartford, with emphasis on city-suburb cooperation in desegregtion. For this evaluation, the Metropolitan Achievement Tests in reading, language arts, and mathematics were administered to all program participants (516 suburban students in grades 2-10 and 139 inner-city students in grades 2-8). A student survey was used to measure participants' attitudes toward school and self-concept on a continuing basis. Findings showed the following: (1) Both suburban and inner-city participants tended to exhibit statistically significant basic skill growth in reading, mathematics, and language arts at most grade levels. While such significant absolute growth was reflected in positive relative growth for inner-city participants, this was not always the case for suburban participants. (2) Self-concept and school attitudes of all participants in the areas of school and school work, classroom participation, and perception of teachers were quite positive. (3) The results for sustained cognitive impact were mixed, with some gains being sustained while others were not. (CMG)

DOCUMENT RESUME

ED 237 627 UD 023 298

Cerenio, Virginia R.; Lum, John B.
Emerging Practices in Asian and Pacific-American Bilingual Education: Models for Observing Bilingual Education.
National Center for Bilingual Research, Los Alamitos, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 00-CA-80-0001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Asian Americans; *Bilingual Education Programs; *Classroom Research; Elementary Secondary Education; Junior High Schools; Limited English Speaking; Middle Schools; Non English Speaking; *Pacific Americans; *Research Methodology; *Research Needs

Observations of Chinese and Filipino middle school and junior high school classes in the San Francisco (California) and Seattle (Washington) areas show that the political and practical realities of the bilingual classroom are far removed from the models favored by bilingual education researchers. The typical APA (Asian Pacific American) "bilingual" classroom is multilingual, with five or six native languages spoken in the classroom, some of them understood by no one in the school district. Students are at different educational levels and have entered the classroom at different points throughout the year, and turnover is high. There is no appropriate curriculum, and teachers cope by using small groups and creative classroom management. Research that is related to what actually goes on in such classrooms could help alleviate a very difficult teaching-learning situation. As this survey shows, current bilingual education research is not pragmatically related to what goes on in the classroom. Furthermore, there is no framework to facilitate the systematic observations of bilingual programs or to compare them. Frameworks which can be used in the future should be based on classifying bilingual programs in terms of (1) language used in major daily scheduling components; (2) language used in contacts among whole groups, small groups, individuals, teacher, and aide; and (3) bilingual teaching strategies. (CMG)

ED 237 598 UD 023 205

Grant, Geraldine S.
Six Immigrant Groups in Queens: A Pilot Study.
City Univ. of New York, Flushing, N.Y. Queens Coll.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attitudes; Behavior Patterns; *Educational Background; Ethnicity; Greek Americans; *Immigrants; Indians; Italian Americans; Korean Americans; *Middle Class Standards; *Self Concept; Social Characteristics; *Socioeconomic Background; Socioeconomic Status
IDENTIFIERS- Colombians; Israelis; *New York (Queens)

This research report summarizes data on six new immigrant groups, Colombians, Italians, Greeks, Koreans, Asian Indians, and Israelis, living in the Borough of Queens in New York City. The research format consisted of a comprehensive interview administered to 116 households. Data on occupation, education, income, household composition, socioeconomic status, class self-perception, involvement in community and ethnic organizations, and attitudes toward community are presented. The trend data indicate that this group of immigrants is drawn from urban, occupationally middle-class, and well educated backgrounds in the country of origin and that their self-perceptions, attitudes and certain behavioral patterns indicate middle class status in the United States. Data also indicate that while immigrants see themselves as members of the middle class, ethnicity is an important element in their lives. Several areas are suggested for further research: the relationship between ethnic identity and discrimination, conflict, and self isolation. (Author/CMG)

ED 237 613 UD 023 234

Meier, Ellen, Comp.; Lo Bosco, Maryellen, Comp.
Guidebook to Hispanic Organizations and Information.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0012
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Adult Education; Advocacy; *Cultural Activities; Cultural Education; Cultural Enrichment; *Education; Elementary Secondary Education; Health Education; Health Services; *Hispanic Americans; Information Dissemination; *Information Sources; Intercultural Communication; Multicultural Education; *Organizations (Groups); Postsecondary Education; Research Projects; Resource Materials; *Social Services; Technical Assistance

This Guidebook details the work of Hispanic organizations involved with educational issues, cultural issues, and social service concerns. The directory was created as a resource guide for individuals and groups interested in the work of Hispanic groups or in exploring issues relevant to the Hispanic community. This first edition of the Guidebook does not list organizations primarily identified as Mexican American. Each listing explains the purpose of the organization and describes its area of specialization, service provision, constituency, and publications. The last section of the Guidebook gives (1) a brief explanation of the ERIC database and how to use it when searching for documents about Hispanics or Hispanic concerns; (2) a selected bibliography on materials about Hispanic Americans; (3) an index of organizations included in the Guidebook by scope of interest; and (4) an index of organizations by geographic location. (Author/CMG)

ED 237 626 UD 023 299

Briley, Kyle D.
Status of Women in Kentucky State Agencies. Sixth Report. An Analysis of Employment Job Levels and Salaries as of November, 1982. Staff Report 83-6.
Kentucky State Commission on Human Rights, Frankfort.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Blacks; *Employment Level; *Equal Opportunities (Jobs); *Females; *Government Employees; Racial Discrimination; *Salary Wage Differentials; Sex Discrimination; Sex Stereotypes; *State Government; Statistical Data
IDENTIFIERS- *Kentucky

According to this report by the Kentucky Commission on Human Rights, women in the Kentucky State government continued to suffer from serious inequities as of November 1982. The salary gap between men and women widened to an annual difference of $4,114, the largest gap of an eight-year trend. The salary gap between black women and white women grew from $1,318 in 1980 to $1,828 in 1982. Thirteen State departments had totally sex-segregated job classes, and at least 75 percent of the job classes with more than one employee per job class in 41 State agencies were segregated by sex. For every woman making more than $36,000 per year, there were 16 men earning at that level, while, at the bottom 2,800 women more than men made less than $15,000 per year. Of the 1,421 job classes in State government, 594 (41.8 percent) were all male (an improvement over November 1980 when 48.5 percent of the job classes were without women). Twenty-three State departments had women working in less than 50 percent of department job classes. Finally, women were severely concentrated in office and clerical jobs but were underrepresented among officials and managers and in technical jobs, skilled craft jobs, and protective service jobs. (CMG)

ED 237 599 UD 023 206

Grant, Geraldine
New Immigrants and Ethnicity: A Preliminary Research Report on Immigrants in Queens.
City Univ. of New York, Flushing, N.Y. Queens Coll.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Employment Experience; *Employment Level; *Ethnicity; Greek Americans; Hispanic Americans; *Immigrants; Income; Indians; Italian Americans; Korean Americans; *Socioeconomic Status; Urban Demography
IDENTIFIERS- Colombians; Israelis; New York (New York); *New York (Queens)

This research report summarizes data on six immigrant groups residing in the New York City borough of Queens: Colombians, Greeks, Italians, Koreans, Indians, and Israelis. Data on which this report is based include aggregate qualitative data, analysis of previous surveys, data from other projects and public agencies, and a review of scholarly and journalistic literature on immigration and ethnic communities, especially in New York City. The data suggest that unlike earlier waves of immigrants to New York, immigrants since 1965 have settled in the outlying boroughs rather than in the central core. Further, new immigrants in Queens tend to cluster geographically in a rather large, demarcated, multiethnic sector. Data on occupation in country of origin (drawn from records of the Immigration and Naturalization Service and from case studies) indicate that new immigrants are well prepared to enter an urban setting in which the occupational structure is geared toward white collar, technical, and professional labor. However, the case studies show that there is a large gap between preparation, expectation, and actual experience; a majority of immigrants in the cases analyzed found employment only in the secondary labor market. Finally, a preliminary analysis of immigrant occupation and support systems indicates that the most self-conscious forms of ethnic identity are associated with higher socioeconomic status. (Author/GC)

ED 237 614 UD 023 241

Webb, Michael, Comp.; Chapin, Georganne, Comp.
Urban Schools Bibliography 1982. Number 5.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0012
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Academic Achievement; Career Development; Community Development; Community Involvement; Curriculum; Educational Administration; *Educational Policy; *Educational Practices; Educational Research; Educational Testing; Elementary Secondary Education; *Equal Education; Evaluation; Nontraditional Education; *Urban Education; *Urban Schools

This bibliography, the fifth in the Urban Schools Bibliography series, provides urban school personnel, researchers, and policymakers with information on important issues, programs, and practices in urban education. Topics covered in the bibliography include equal education, school policy, school administration, curriculum, testing and evaluation, academic achievement, career development, nontraditional education, and community involvement in education. As with the preceding volumes in the series, this collection of references was compiled by searching "Resources in Education," ERIC's monthly abstract journal, for documents that were either (1) developed and produced by large urban school districts, or (2) developed by outside authors, agencies, or institutions and of general relevance to urban educators. The bibliography is divided into two major parts: (1) a section containing main entries which presents citations (including title, author, source, publication date, information about document availability, subject index terms, and an abstract) in the order in which they appeared in "RIE"; and (2) a section containing subject, author, and institutional indexes. All of the works cited in the bibliography are available through the ERIC system. Information on document ordering and availability is given on the last page. (CMG)

Hayles, Robert, Ed.

Abstracts: The Sixteenth Annual Convention of the Association of Black Psychologists (Washington, DC, August 9-14, 1983).

Association of Black Psychologists, Washington, DC.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTIONS- Abstracts; *Blacks; Coping; *Cultural Influences; *Psychological Characteristics; Psychological Studies; *Social Psychology

The contents of this booklet are based on submissions for presentations accepted for inclusion in the Sixteenth Annual Convention of the Association of Black Psychologists. The approximately 75 abstracts are ordered alphabetically by the last name of the first presenter or organizer of each paper/session. Abstracts are included both for sessions that were held at the convention and those that were cancelled by the presenters after acceptance of their presentations. (GC)

ED 237 615 UD 023 251

Halasa, Ofelia

Reading Improvement Project. ECIA Chapter I. Evaluation Report, 1982-83.

Cleveland Public Schools, OH. Dept. of Research and Analysis.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Achievement Gains; *Compensatory Education; *Educationally Disadvantaged; Grade 1; Grade 2; Grade 3; *Individualized Reading; Primary Education; *Program Effectiveness; Program Evaluation; Remedial Programs; *Remedial Reading; Small Group Instruction

IDENTIFIERS- Cleveland Public Schools OH

The Reading Improvement Project in the Cleveland Public Schools, evaluated here, provides individualized instruction to pupils in grades 1-3 who are functioning at or below the 33rd percentile on the Stanford Diagnostic Comprehension subtest or the Metropolitan Readiness Test. The project supplements regular reading instruction by providing services to small groups of six or less for 45 minutes daily in the reading center of each school. The project also uses inservice programs for teachers, coordination with regular instruction or related reading programs and supportive work with parents. In the 1982-83 school year, the project attained all of its objectives. Project participants in all three grades showed mean gains of six to twenty Normal Curve Equivalent (NCE) units on reading subtests, exceeding the pre-post criterion gains for NCE units. End-of-year performance levels among a significant proportion of 1982-83 participants were high enough to make them ineligible for continuation in the project. In addition, classroom teachers confirmed improvements in the reading skills and behavior of participants. Finally, teachers gave favorable ratings to the project service information they received. (CMG)

ED 237 601 UD 023 208

Mitra, Sudhansu B.

Job Adjustment of Disadvantaged Youth: A Study of Concurrent Validation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
GRANT- NIE-G-78-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Achievement Gains; Black Youth; Disadvantaged Youth; Dropouts; Employment Experience; High Schools; *High School Students; *Job Satisfaction; *Job Training; Nontraditional Education; *Out of School Youth; *Program Effectiveness; Program Evaluation; Urban Education; Vocational Adjustment
IDENTIFIERS- Comprehensive Employment and Training Act; *Harbor City Learning Program

How educational experiences and programs sponsored by the Comprehensive Employment and Training Act (CETA) could better prepare inner-city youth, particularly black, disadvantaged youth, to perform successfully in a number of jobs or occupations was the subject of this study. The Harbor City Learning program, a partially CETA-funded project in Baltimore, Maryland, provided a comprehensive educational program on a year-round basis: part-time work experience and training in the public sector for those in traditional in-school programs; and an alternative curriculum mixed with paid job experiences for school dropouts. Graduates from the in-school group who were employed for six months or more were compared with subjects from the alternative program who met employment requirements. Findings suggested that the alternative program served a useful purpose, inasmuch as its vocationally oriented training curriculum helped the participants bring their aptitude measures up to the level of those who had graduated from the regular school. This achievement was particularly noteworthy, since the alternative program subjects came from inferior home environments and had inferior school backgrounds. The study further indicated that the subjects from relatively better home conditions experienced more job satisfaction than subjects from more deprived homes because of lesser needs. (CMG)

ED 237 616 UD 023 252

Halasa, Ofelia

Reading Strategy Project. ECIA Chapter 1. Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Compensatory Education; *Diagnostic Teaching; *Educationally Disadvantaged; Elementary Education; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; *Reading Skills; Remedial Programs; Remedial Reading
IDENTIFIERS- Cleveland Public Schools OH

The Reading Strategy Project in Cleveland, Ohio, is designed to assist upper elementary school pupils who have deficits in basic reading skills as reflected in performance on city-wide reading tests. The project design is based on an "in-class model" in which the reading strategy teacher and the classroom teacher work as an instructional team utilizing a diagnostic-prescriptive approach. Alternative approaches are used in selected schools. In the 1982-83 school year, the project served 3978 public (grades 4-6) and 318 nonpublic (grades 1-8) pupils. Participants enhanced their reading comprehension scores on the California Test of Basic Skills significantly more than would have been expected under Chapter 1 treatment conditions, and observed gains exceeded the project's criterion. The project appeared to be more effective with pupils pretested at or below 41 Normal Curve Equivalent (NCE) units than with those pretested above that level. Furthermore, the size of the gains was influenced both by the model used and by the grade level. Finally, both project and classroom teachers were very supportive of the project, and teachers rated the project very highly in terms of improving pupils' basic reading skills and making teachers aware of pupils needs. (CMG)

ED 237 602 UD 023 213

A Handbook on Developing Means to Underwrite Performances at National Conventions by Talented Students from Urban School Districts.

National School Boards Association, Washington, DC. Council of Urban Boards of Education.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Board of Education Policy; Donors; Elementary Secondary Education; *Financial Support; *Fund Raising; Information Sources; Money Management; Philanthropic Foundations; *Private Financial Support; School Business Relationship; *Talent; *Urban Schools
IDENTIFIERS- *National School Boards Association; *Student Performances

In response to the lack of creative or academic performances by urban students at conventions of the National School Boards Association (NSBA), this handbook, directed at urban schools, was produced. It is a step-by-step guide to raising money to support student performers at national events. Section 1 discusses the need for fundraising activities of a professional nature. Section 2 describes how to plan a fundraising program, and Section 3 outlines the four basic steps to a successful campaign--identifying sources of support (individuals, local businesses, and foundations), developing a plan to approach these sources, implementing the plan, and follow-up. Fundraising activities are suggested in Section 4, while Section 5 discusses money management. Section 6 lists sources of information relevant to fundraising. Section 7 contains seven sample fundraising policies from school boards across the nation. The last two sections explain how to compete for performing at NSBA conventions and give tips for achieving fundraising goals. (CMG)

ED 237 617 UD 023 253

Garvey, Reba
Child Development. ECIA Chapter 1. Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Basic Skills; *Compensatory Education; Educationally Disadvantaged; Inservice Teacher Education; *Interpersonal Competence; *Language Skills; *Mathematics Instruction; Parent Participation; *Prereading Experience; Preschool Education; *Program Effectiveness; Program Evaluation; Reading Readiness; Reading Skills
IDENTIFIERS- Cleveland Public Schools OH

The Child Development Project run by the Cleveland public schools gives eligible four-year-olds basic experiences, not generally available in the home, that help them develop learning skills needed for success in school. Language and other pre-reading skills are emphasized. Each project class includes about 20 children, who attend half-day, five days a week. Parents are encouraged to work with their children both at school and at home. In the school year 1982-83, 1300 pre-kindergarten children were served at Child Development Centers in 34 schools. All project objectives were attained. Inservice sessions were provided for teachers in groups and in their own classrooms. Social workers, a speech therapist, and project, school, and community personnel assisted pupils and families with special needs. In the 1982-83 school year, participants' gains in both language and math exceeded those of recent years. Finally, participants made significant gains in self-sufficiency, emotional maturity, social skills, and self-concept. (CMG)

ED 237 603 UD 023 214

Indra, Doreen Marie
Social Science Research on Southeast Asian Refugee Settlement in Canada.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Acculturation; *Adjustment (to Environment); *Foreign Countries; *Immigrants; *Indochinese; Literature Reviews; *Refugees; *Social Science Research
IDENTIFIERS- *Canada; Southeast Asians

Surveyed in this paper is the social science research on Southeast Asian refugee settlement in Canada. According to the survey, the body of literature on Indochinese immigrants is substantially larger than those on other ethnocultural Canadian populations of comparable size. Policy analysis is well developed, and there now exists sufficient information to put together a broad sketch of Indochinese immigrant life in Canada. The paper states, however, that there are enormous gaps and omissions in the literature, some due to the newness of the field, which is less than five years old. Areas where the research is said to be scarce or completely lacking are (1) Lao and Khmer refugees; (2) immigrants' links with their source countries or their source country kin; (3) the structure of Indochinese communities in Canada; (4) the effect of the 1981-83 economic downturn on refugees; (5) Indochinese use of social, health, and educational services; (6) language problems; (7) family and mental health problems; (8) Indochinese women in Canada; (9) what aspects of the settlement saga are attributable to ethnic group status and what aspects to refugee status; (10) the direction of the refugees' long term integration into Canadian society; and (11) oral and community history. An attached bibliography (which constitutes half of this paper) lists almost all available studies involving research on Indochinese settlement in Canada. (CMG)

ED 237 618 UD 023 254

Sullivan, Francis D.
English-as-a-Second Language. ECIA Chapter 1. Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adjustment (to Environment); *Compensatory Education; Elementary Education; *English (Second Language); *Language Proficiency; *Language Skills; Listening Comprehension; *Non English Speaking; Parent Participation; Preschool Education; *Program Effectiveness; Program Evaluation; Reading Comprehension; Second Language Programs; Small Group Instruction; Vocabulary Skills
IDENTIFIERS- Cleveland Public Schools OH

Designed to serve newly arrived, immigrant pupils in the Cleveland Public Schools, the English-as-a-Second-Language project aims to help participants acquire enough English proficiency for adequate functioning. The project uses a pull-out model in which, for about 30 minutes daily, small groups of students are given additional reading, language, and acculturation instruction in a separate classroom with audiolingual equipment. In the 1982-83 school year, the project served 611 pupils in preschool through grade 6, and successfully met these goals: (1) reading class pupils in grades 1-6 improved their English vocabulary skills beyond the target; (2) the improvement in reading comprehension in four of the six grades was also better than expected; (3) preschool and kindergarten pupils gained in listening skills far beyond the expectation; (4) speaking class pupils in grades 1-6 improved significantly in both listening comprehension and English-speaking skills; (5) the project satisfactorily involved parents in program activities; and (6) project staff undertook a number of professional growth activities. (CMG)

ED 237 604 UD 023 220

Diaz, Guarione M., Ed.
Evaluation and Identification of Policy Issues in the Cuban Community.
Cuban National Planning Council, Inc., Miami, FL.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 81
CONTRACT- DHHS-100-78-0045
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education Programs; *Cubans; Day Care Centers; Dropout Rate; *Educational Needs; Financial Aid Applicants; *Health Needs; *Hispanic Americans; Hypertension; Language Proficiency; *Needs Assessment; Retraining; Teachers; Transportation; *Welfare Services

The research described in this report identifies the major health, education, and welfare-related needs of Cuban Americans as defined by directors of Cuban community service organizations and Cuban beneficiary populations in the selected urban areas of Miami/Dade County, Union City/West New York, New York City, Los Angeles, and Chicago. Data from questionnaires administered to the samples are analyzed through use of the Statistical Package for the Social Sciences (SPSS). Although the findings differ slightly from area to area, in general the findings are as follows: (1) In education, Cuban teachers are underrepresented in educational institutions, Cuban dropout rates are increasing, financial aid programs and bilingual education programs are being underutilized, and public child care is inadequate. (2) In the social services, language and transportation problems increase service problems. (3) Language barriers, cost, and location factors influence the use of health services; hypertension and nonalcholic cirrhosis rates are higher for Cubans than for other groups. Overall, the data show that, although Cubans as a group have adjusted quickly to American society, many Cubans experience the social difficulties and problems characteristic of immigrants. The research findings are related to recommendations intended to help the government develop policies or modify existing policies, toward the end of improving delivery of services to Cubans. (CMG)

ED 237 619 UD 023 255

Halasa, Ofelia; Morton-Watts, Gwen
Pupil Adjustment Project. ECIA Chapter 1. Interim Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Compensatory Education; *Diagnostic Teaching; Disadvantaged Youth; *Individualized Instruction; *Individual Needs; Inservice Teacher Education; *Interpersonal Competence; Kindergarten; *Language Acquisition; Primary Education; *Program Effectiveness; Program Evaluation; Supplementary Education
IDENTIFIERS- Cleveland Public Schools OH

The Pupil Adjustment Project (PAP) in the Cleveland Public Schools is designed to develop basic social and academic skills among kindergarten pupils exhibiting special needs (but not identified as learning disabled or developmentally handicapped). The highly individualized instructional model involves extensive diagnosis, places strong emphasis on language development, and supplements the school system's regular half-day kindergarten. Services are provded in three formats: (1) Comprehension Center classes, each with 10-15 children who are transported to and from home daily and spend the entire day at the Center; (2) Adjustment Center classes, each with 10-15 children who are transported from their regular school to one of the Centers, receive approximately two hours of supplementary instruction in the morning or afternoon, and spend the rest of the day with their school kindergarten class; and (3) classes for individuals and small groups served by a PAP travelling teacher. In 1982-83, the project served 167 children and was effective in developing basic academic and social skills. Pre-post test results on the Metropolitan Readiness Test and on the Levine-Elzey Social Competency Rating Scales showed that significant gains were made by program participants. (CMG)

ED 237 605 UD 023 222

Brooks, Margaret G.
Evaluation of the Compensatory Reading and Mathematics Program Funded by Title I and CEP, 1980-81. Report No. 16-1.
Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Gains; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Program Effectiveness; Program Evaluation; *Remedial Mathematics; *Remedial Reading; Statistical Analysis; Teaching Methods
IDENTIFIERS- *Atlanta Public Schools GA

Analysis of the reading and math California Achievement Test performance of participants in compensatory reading and math programs in the Atlanta, Georgia, public schools is consistent with previous findings. The lowest performing students were selected to participate, and although the level of their performance was well below the national norm and the level of those ineligible to participate, their reading and math gains were greater. In the elementary schools, the program used the pull-out model, in which additional instruction in reading and math was given. In the middle schools or high schools, the program used the teaming or substitution method, in which compensatory instruction was the only daily reading or math instruction. Over 80 percent of program participants were taught by the eclectic approach, which involved everything from instruction in the basal or instruction supplemental to the basal, to a separate instructional plan. The remainder were taught using one of a variety of programmed approaches to individualized instruction. No one approach was found to produce consistently higher gains among students. (CMG)

ED 237 620 UD 023 256

Sullivan, Francis D.
Mathematics Skills Improvement Project. ECIA Chapter 1. Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Sep 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Elementary Education; *Individualized Instruction; Inservice Teacher Education; *Mathematics Instruction; Parent Participation; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; *Remedial Mathematics; *Small Group Instruction
IDENTIFIERS- Cleveland Public Schools OH

The Mathematics Skills Improvement Project of the Cleveland Public Schools is designed to serve pupils in grades 3-6 (grades 3-8 in nonpublic schools) who have difficulty in acquiring basic math skills. The project provides daily remedial instruction in specially equipped math labs on an individual and small-group basis. Additional project services include workshops and inservice training for the project's math teachers; parent involvement; teaching technique demonstrations for regular classroom teachers; and the publication of a newsletter for parents and staff. Evaluation of the 1982-83 data showed that the project delivered services essentially as proposed. Grade 5 public school pupils surpassed their expected achievement gains, while those in grades 4 and 6 did not reach expected gains. Nonpublic school participants in grades 3-7 reached their expected level of achievement, but grade 8 pupils did not. In addition, parent involvement was satisfactory, and parent attitudes toward the project were very positive. Finally, although there was no formal assessment of staff attitudes toward inservice activities, a number of project teachers privately affirmed their positive value. (CMG)

ED 237 606 UD 023 223

Beller, Andrea H.; Han, Kee-ok Kim
Higher Education Fields of Study and Professional Employment: Trends in Sex Segregation during the 1970s.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Educational Trends; *Employment Patterns; *Enrollment Trends; *Females; Higher Education; Masters Degrees; *Nontraditional Occupations; Professional Education; Trend Analysis

Changes in women's attainment of higher education during the 1970s have been dramatic. This paper documents trends toward women acquiring a higher proportion of degrees at all levels and moving into traditionally male fields of study. In 1980, females were awarded nearly half of all baccalaureate and master's degrees, slightly less than one-third of all doctoral degrees, and one-fourth of all first professional degrees. Moreover, on the undergraduate level, there were substantial increases in women's representation in traditionally male fields of study like business and management, agriculture, engineering, and computer science. Using regression analysis, the decline in an index of sex segregation by field of study among baccalaureate degree recipients is shown to be associated with a decline in an index of sex segregation among professional occupations. These trends in higher education suggest that young women will exhibit a greater attachment to the labor force than their older counterparts. (Author/CMG)

ED 237 621 UD 023 257

Lanese, James
Project Star (Elementary). ECIA Chapter 1. Final Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Compensatory Education; Educationally Disadvantaged; *Individualized Reading; Intermediate Grades; *Program Effectiveness; Program Evaluation; *Reading Centers; *Reading Skills; Remedial Reading; *Vocabulary Skills
IDENTIFIERS- Cleveland Public Schools OH

Project STAR (Elementary) in the Cleveland Public Schools is designed to improve reading and vocabulary skills for grades 4-6 by providing 2,700 selected students with daily 40-minute sessions in STAR Learning Centers in 42 elementary schools. Eight to twelve students at a time use an individualized, self-pacing audio approach to remedial reading instruction. This final evaluation report for 1982-83 shows that the project appears to have been implemented effectively, but, while there were student achievement gains, they did not meet the pre-post test criterion. (CMG)

ED 237 607 UD 023 225

Jones, Effie H.; Montenegro, Xenia P.
Women and Minorities in School Administration: Strategies for Making a Difference. ERIC/CUE Urban Diversity Series No. 85.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 400-82-0012
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($6.00).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Affirmative Action; Career Ladders; *Change Strategies; Elementary Secondary Education; *Employment Patterns; *Equal Opportunities (Jobs); *Females; Geographic Distribution; *Minority Groups; Principals; Racial Discrimination; *School Administration; Sex Discrimination; Superintendents

The trends which are evident in the representation of women and minorities in school administration, and the barriers which these groups face in obtaining administrative positions are the subjects of this report. Following an introductory section, section II discusses trends in the representation of women and minorities in school administration. Section III describes the geographic locations and characteristics of districts headed by female and minority superintendents, and section IV examines the career paths of female and minority superintendents. The barriers and problems faced by female, minority, and minority female administrators are considered in section V. Section VI discusses strategies for the promotion of women and minorities in school administration, and a discussion of how affirmative action programs affect minority and female representation in school administration is contained in section VII. The last section presents recommendations for the institutions and organizations which have the power to block or make available opportunities for women and minorities. (CMG)

ED 237 622 UD 023 258

Taylor, Derek B.
Children in Residential Schools. ECIA Chapter 1. Evaluation Report, 1982-83.
Cleveland Public Schools, OH. Dept. of Research and Analysis.
PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *After School Education; Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; Individualized Instruction; *Institutional Schools; Intellectual Disciplines; *Program Effectiveness; Program Evaluation; Remedial Reading; *Residential Schools; Small Group Instruction; *Tutoring
IDENTIFIERS- Cleveland Public Schools OH

The Children in Residential Schools project of the Cleveland Public Schools is designed to provide additional instructional and supportive services to orphaned, neglected, and delinquent children in residential institutions. These services are beyond that which is normally available to them through their on-grounds schools or in the public or nonpublic schools they attend during the day. At the Cuyahoga County Youth Development Center, the project operates an on-grounds, formal educational facility, Harry L. Eastman School, where students are provided with individualized and small group tutoring in content area subjects and with remedial reading instruction. At seven other institutions, the project provides after-school tutoring in subjects in which students are having difficulty. Other educational supports, such as school supplies and field trips, are also provided. In 1982-83, test results from the Harry L. Eastman School showed that in reading the students on average reached the expected achievement level, while in math they were just under the expected achievement level. In both reading and math, however, students continued to score in the lower percentile ranges. At six of the seven other institutions, services were provided at or above the proposed levels and focused primarily on reading and math. (CMG)

ED 237 608 UD 023 227

Number and Percent of Black Faculty at State Universities Decline from 1979 to 1981. Staff Report 82-10.

Kentucky Commission on Human Rights, Louisville.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Black Colleges; Black Employment; *Blacks; *College Faculty; *Employment Patterns; *Equal Opportunities (Jobs); *Faculty Integration; Faculty Recruitment; Higher Education; Racial Discrimination; *State Universities; Statistical Data; Two Year Colleges

Analysis of employment patterns at State colleges and universities in Kentucky shows that the percentage and number of black faculty declined from 1979 to 1981. Most of the traditionally white State universities continued in 1981 to have overwhelmingly white faculties. Blacks comprised 2.8 percent of the faculty across the State, and only 2.0 percent of faculty at the previously white schools were black. The University of Kentucky, the State's largest, employed 25 blacks out of a faculty of 1511. Only the University of Kentucky's community college system improved steadily in hiring black faculty each year since 1975. Even so, the percentage of black faculty in the community colleges still represented less than the 7.1 percent of blacks in the State population as of 1980. More progress was made at Kentucky State University than at any other State school, with the black faculty concentration continuing to decline from 50 percent in 1975 to 39.8 percent in 1981, making Kentucky State's faculty substantially more desegregated than any of the other institutions. (CMG)

ED 237 623 UD 023 261

Slavin, Robert E.
Using Student Team Learning. The Johns Hopkins Team Learning Project.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Basic Skills; *Concept Teaching; Elementary Secondary Education; Instructional Materials; *Interpersonal Competence; Peer Teaching; Racial Integration; *Self Concept; *Teaching Methods;

*Teamwork
IDENTIFIERS- Jigsaw; *Student Team Learning; Student Teams Achievement Divisions; Teams Games Tournaments Techniques

The purpose of this manual is to give teachers the information they need to use student team learning, which is described as a method to promote major academic and nonacademic goals such as improved basic skills, improved student self-concept, and better interpersonal/cross-racial relationships. Complete directions are given for three techniques: (1) Teams-Games-Tournaments (TGT) uses face to face competition on academic games to teach basic skills materials with one right answer; (2) Student Teams-Achievement Divisions (STAD) uses quizzes and also focuses on objective-answer type materials; and (3) Jigsaw uses more structured peer tutoring than TGT and STAD and is most appropriate for literature, social studies, and the concept learning aspects of science. Jigsaw also provides extensive practice in reading for meaning in whatever subject is used. Two forms of Jigsaw are presented, one requiring far less teacher preparation time than the other. Also given are directions for Rutabaga, which is TGT adapted to oral reading in elementary schools. In addition, the manual includes instructions for combining TGT and STAD and directions for a full-day cooperative model that uses all of the techniques. Appendices include scoring data and sheets, instructions for making curriculum materials, and sample materials. (CMG)

ED 237 609 UD 023 228

Female Faculty Increases Slightly to 27 Percent at State Universities. Staff Report 83-1.

Kentucky Commission on Human Rights, Louisville.

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Faculty; *Employment Patterns; *Equal Opportunities (Jobs); Faculty Integration; *Females; Higher Education; *Minority Groups; *State Universities; Statistical Data; Tenured Faculty; Two Year Colleges; Whites; *Women Faculty

Analysis of the employment patterns of State colleges and universities in Kentucky shows that small increases in the number of women working in the State university tenure system raised the percentage of female faculty from 25.7 percent in 1975 to 27 percent in 1981. The percentage of minority female faculty members, however, dropped between 1979 and 1981, from 4.8 percent of all female faculty to 4.7 percent. The fact that the two largest State universities--the University of Kentucky and the University of Louisville--still had fewer than 20 percent of their tenure system faculty positions held by women shows that significant gains are yet to be made among Kentucky's State-supported universities. The accomplishments of the University of Kentucky's community college system, however, in increasing both the number and percentage (from 50.7 percent to 55 percent) of female faculty between 1979 and 1981 prove that qualified women can be hired and effectively used in faculty positions. Gains in the number of female faculty at three other State universities also show that positive results are possible. (CMG)

ED 237 624 UD 023 266

Vernon, Philip A.; Jensen, Arthur R.

Individual and Group Differences in Intelligence and Speed of Information Processing.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Aptitude Tests; Blacks; *Cognitive Processes; College Students; *Differences; *Groups; Higher Education; *Individual Differences; *Intelligence Differences; Racial Differences; *Reaction Time; Timed Tests; Vocational Education; Whites

In a study of the relationship between speed of information processing and general intelligence, vocational college students (50 black males and 56 white males) took eight different reaction time tests measuring the speed with which individuals perform various elementary cognitive processes, and a group test of scholastic aptitude (the Armed Services Vocational Aptitude Battery, or ASVAB). Findings of the study were: (1) there was a moderate correlation between the cognitive tasks and the ASVAB; (2) in a comparison of the vocational students' results with those of university students with higher average academic aptitude tested in an earlier study, the latter performed significantly faster and showed less intraindividual variability; and (3) in a comparison between the black students and the white students, the white group overall obtained higher scores on the ASVAB and performed more quickly on the cognitive tests. In both sets of comparisons, there was a close correspondence between the relative complexity of the cognitive tests and the differences in group responses. In conclusion, the results of this study are consistent with the hypothesis that individual differences and the mean differences between groups in psychometric abilities and scholastic achievement are related to differences in the speed of information processing as measured in elementary cognitive tasks. (CMG)

ED 237 610 UD 023 230

Hess, Robert D.; Miura, Irene T.
Gender and Socioeconomic Differences in Enrollment in Computer Camps and Classes.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- American Indians; Asian Americans; Blacks; *Computer Literacy; *Equal Education; *Family Income; Hispanic Americans; Middle Class; Minority Groups; *Programing; *Sex Differences; *Socioeconomic Status; Whites

Informal reports suggest that computer literacy (programming) is sought more often by boys than by girls and by students from middle SES backgrounds. In order to gather more systematic data on this perceived trend, questionnaires were sent to directors of summer camps and classes that offered training in programming for microcomputers. Twenty-three directors of summer programs, serving a total of 5,533 students, provided data on enrollment and socioeconomic characteristics of students, type of sponsorship of programs (private, public schools, universities), level of difficulty of programming classes, cost, and residential versus day use. Findings show that three times as many boys as girls were enrolled in the total sample. Furthermore, the ratio of males to females increased with grade, cost of program, and level of difficulty of course offerings. Ninety-eight percent of those enrolled were from middle class backgrounds, and 91 percent were Caucasian. While Asians were overrepresented, other minorities were underrepresented, possibly for economic reasons. Factors which may contribute to gender and SES/ethnic inequity in the access to computer literacy programs are discussed. (Author/CMG)

ED 237 625 UD 023 270

"How to" Connect Schools and Communities: A Resource Guide for New York City.

State Univ. of New York, Albany. Office of the Regents.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.; New York State Education Dept., Albany. Div. of Continuing Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Community Organizations; *Community Programs; *Community Services; Cultural Activities; Cultural Enrichment; Elementary Secondary Education; Employment Programs; Parenthood Education; *Program Descriptions; Recreational Programs; *School Community Programs; *School Community Relationship
IDENTIFIERS- *Networking; *New York (New York)

This resource guide is based on the work of a 1982 conference on "'How to' Connect Schools and Communities" that was sponsored by the Regents Advisory Council to the Regents New York City Project. The Council prepared the guide in order to assist those interested in making connections with providers of cultural, recreation, education, employment, multiservice, and parenting programs. The programs detailed in this directory are arranged according to the above subject areas, and each entry contains a program summary, a list of program objectives, a statement of major services provided as well as the name and telephone number of a person who may be contacted for further information. A guide to additional resources is also given. Listed in Appendix A are the names, addresses, telephone numbers, and affiliations of all those who attended the conference. Contained in Appendix B is a concise telephone directory for the New York State Education Department. These listings are included in order to encourage efforts by participants and readers to work together toward developing a network of interconnected, complementary, and comprehensive school-community programs. (CMG)

ED 237 611 UD 023 231

Macaranas, Federico M.
Social Indicators of Education and the Model Minority Thesis.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Asian Americans; *Educational Opportunities; Equal Education; Equal Opportunities (Jobs); *Income; Minority Groups; *Models; Salary Wage Differentials; *Social Indicators; *Well Being
IDENTIFIERS- Inputs Process Outputs Analysis; *Model Minority Thesis

The idea that Asian Americans constitute a "model minority" needing no special help with education or employment is quite widespread, even amongst government officials. This "model minority" thesis has not been investigated empirically, in part because of the lack of a theoretical construct. An interdisciplinary model focusing on educational and income variables has yet to be designed to empirically isolate the negative factors inhibiting the full and equal participation of Asian Americans in the United States economy. The first step toward such a goal is provided in this paper, which focuses on social indicators of education. Discussed in two preparatory sections are: (1) inputs-process-outputs model of education aimed at determining levels of well-being; and (2) the shortcomings of social indicators of education, especially as they refer to minority groups. These sections are followed by a discussion of what is currently the most developed and applied economic model, in the context of an inputs-process-outputs framework, for analyzing interracial, interethnic, and intersex earning differentials. It is proposed that the same model be extended to education so that factors inhibiting the full and equal participation of minority groups may be empirically verified. The earnings differential model is analyzed in detail to clarify how the extension to an education differential model might be accomplished. (CMG)

ED 237 626 UD 023 271

Gray, Peter J.; Smith, Nick L.
Effect of ECIA on Evaluation Practice: Early Returns.
Northwest Regional Educational Lab., Portland, Oreg. Office of Research and Evaluation Services.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Block Grants; Compensatory Education; Decentralization; Educational Change; *Educational Legislation; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Federal Aid; *Federal Legislation; Government Role; Government School Relationship; *Program Evaluation; *School Districts; *State Departments of Education
IDENTIFIERS- *Education Consolidation and Improvement Act 1981

Over 30 professional evaluators in five state departments of education and 5 large school districts were interviewed periodically over a 10-month period in 1982 to find out how the Education Consolidation Improvement Act of 1981 (ECIA) was affecting program evaluation activities. Preliminary findings on the impact of ECIA Chapter 1 (compensatory education) indicated that the ECIA legislation had not significantly eliminated administrative load or paperwork. It was reported that there has been a relaxation in testing requirements under Chapter 1; more interest in sustained effects studies at both state and local levels; and a change in the forms of parental involvement. Chapter 1 budget cuts had a more dramatic impact than the new legislation, bringing about dramatic reductions in the number of children served. Preliminary findings on the impact of Chapter 2 (block grants) indicated that the legislation had increased flexibility and decentralization at the local level while reallocating some of the previous categorical funds to smaller districts. Most of Chapter 2 funds were being spent on materials and microcomputers, with evaluators primarily monitoring the flow and expenditure of funds. (CMG)

de la Puente, Manuel
Employment and Training Programs for Migrant and Refugee Youth: Lessons from the United States Experience. Project Report.
ED 236 372

Abbott, George, Comp.
Sound and Video Recordings--E. S. Bird Library. Syracuse University Resources for Educators of Adults, MSS 23. Revised.
ED 236 363

Abbott, Jeanne
Exemption 6: Privacy under the Freedom of Information Act.
ED 236 707

Abelson, Robert P.
Explanation via Concrete Knowledge.
ED 236 512

Abikoff, Howard
Academic Cognitive Training and Stimulants in Hyperactivity: A Pilot Study.
ED 236 824

Adams, Keith K.
Procedures for Developing an Inservice Industry/Education Exchange Program: Planning and Implementation Guide.
ED 237 128

Adams, Ronald D.
A Survey of AACTE Member Institutions Regarding Change in Teacher Education Practice to Improve the Quality of Graduates.
ED 237 494

Addison, James C., Jr.
Lexical Collocation and Topic Occurrence in Well-Written Editorials: A Study in Form.
ED 236 621

Adelman, Clifford
College Curriculum: Shape, Influence, and Assessment. Background Briefing Paper for a Special Panel of The National Commission on Excellence in Education (Kingston, Rhode Island, August 27-28, 1982).
ED 237 027
College Curriculum: Shape, Influence, and Assessment. Staff Analysis of a Panel Discussion Conducted by the National Commission on Excellence in Education (Kingston, Rhode Island, August 27-28, 1982).
ED 237 028
Starting with Students: Notable Programs, Promising Approaches, and Other Improvement Efforts in American Postsecondary Education. Volume I.
ED 237 051

Adkins, Gary A.
Using Piagetian Tasks to Assess Developmental Levels in Elementary School Students.
ED 237 244

Alexander, Cordelia R.
An Interpretive Analysis of the Implementation of the System-Wide Testing Program, 1981-82.
ED 237 538

Alexander, Ernest R.
Coordinating the Organization of Library Services in Metropolitan Milwaukee.
ED 237 097

Alexanoer, Lamar
We Need This Master Teacher Program. The Endpaper.
ED 236 758

Alexander, Livingston
A Factor Analytic Study of the Teaching Events Stress Inventory.
ED 237 545

Alishio, Kip C.
Sex Differences in Intellectual and Ego Development.
ED 236 503

Allen, Edwin J., Jr.
Profiles of Bilingual Education Programs. Final Report.
ED 236 946

Allen, Jack E., Comp.
Report of Rural Education Advisory Committee.
ED 237 284

Allen, Steve
How To Enjoy the Classics. Power of the Printed Word.
ED 236 530

Alparaque, Idrenne
Assessment of Instructional Terms (AIT).
ED 236 642

Amatea, Ellen S.
Evaluating Dual Career Guidance Programs for High School and College Students. Final Report. Project No. 2-2F11 from July 1, 1981 to June 30, 1982.
ED 236 450

Andersen, Tom
Multicultural Nonsexist Education in Iowa Schools: Guidance & Counseling.
ED 236 524

Anderson, Alonzo B.
Literacy Resources: How Preschoolers Interact with Written Communication. Final Report.
ED 237 227

Anderson, Daniel R., Ed.
Children's Understanding of Television: Research on Attention and Comprehension.
ED 237 203

Anderson, Eileen R.
The Changing World of Personnel Management.
ED 236 798

Anderson, Kristin
Corporate Initiatives for Working Parents in New York City: A Ten-Industry Review.
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Anderson, Linda M.
Student Responses to Classroom Instruction. Final Report.
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Anderson, Ruth
Reflection-Impulsivity and Creativity in Deaf and Hearing Children.
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Andersson, Lillemor, Ed.
Science Subjects--An Evaluation of Student Achievement and Attitudes in International Perspective. (IEA Science II).
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Anzalone, Stephen J.
Making Literacy Work: The Specific Literacy Approach.
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Apple, Dennis
Screening Gifted Students: A Comparison of the SIT and WISC-R.
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Applegate, Jane H.
What Undergraduate Students Expect from Preservice Field Experiences.
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Apt, Patricia
Schools of Social Work and the Legal Regulation of Social Work.
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Aquino-Mackles, Alexis
Myself and Others. GPE Humanities Series.
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Measuring the Child Quality of Life: Issues and Options.
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Arciniega, Miguel
Adlerian Classroom Management: An Inservice Model.
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Integrating Effective Writing Skills in the Accounting Curriculum.
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Arman, Mohammad R.
Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels. (Student Study Guide).
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Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels. (Teacher Guide).
ED 236 313

Arman, Ruby L.
Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels. (Student Study Guide).
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Pre-Vocational Curriculum (Career Education) for 9th and 10th Grade Levels. (Teacher Guide).
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Ascher, Carol
Improving the Mathematical Skills of Low Achievers. ERIC/CUE Fact Sheet Number 18.
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Asher, Steven R.
Children's Loneliness: A Comparison of Rejected and Neglected Peer Status.
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Assie-Lumumba, N'Dri
Social Inequality and Access to Schooling in the Third World: An African Case. Monograph 83-4.
ED 236 788

Austin, Gilbert R.
Exemplary Schools and Their Identification.
ED 236 754

Avery, Robert K.
Research Index for NAEB Journals: NAEB Journal, Educational Broadcasting Review, Public Telecommunications Review, 1957-1979.
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Avila, Joaquin G.
Petition to Increase Minority Transfer from Community Colleges to State Four Year Schools.
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Ayers, Jerry B.
Authoritarianism and Teacher Effectiveness.
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Babco, Eleanor L.
Salaries of Scientists, Engineers and Technicians. A Summary of Salary Surveys. Eleventh Edition.
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Baer, Diane
Communication and the Dual-Career Couple: A Literature Assessment.
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Baggett, Sharon
Proceedings from Advanced Training for Nursing Home Inservice Coordinators. Think It Older Project.
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Bailey, Ann C., Comp.
Teaching About China. A Collaborative Work of the Asia Society's Education and Communications Department and Its China Council.
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An Examination of the Graduate Study Application and Enrollment Decisions of GRE Candidates.
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Review of Problem-Solving Skills.
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Children's Effective Use of Multiple Standards for Evaluating Their Comprehension.
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Differences in the Standards Used by College Students to Evaluate Their Comprehension of Expository Prose.
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Spontaneous versus Instructed Use of Multiple Standards for Evaluating Comprehension: Effects of Age, Reading Proficiency, and Type of Standard.
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Baker, Meryl S.
Strategy for Enlisting Lateral Entrants via Computer Technology (SELECT): An Automated System for Determining Rating and Pay Grade Qualification for Potential Navy Lateral Entry Accessions.
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Baltzell, D. Catherine
Selecting American School Principals: A Sourcebook for Educators.
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Banks, L. Morgan, III
The Relationship of Locus of Control and Attribution to Depression.
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Baranowskyj, Arita
Undermanning and Faculty Behavior: An Exploratory Study.
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Bardellini, Sue
Fact Sheet: Financial Aid and Disabled Students.
ED 237 172

Barker, Bruce O.
A Report of Small/Rural School Districts in Illinois Compared to School Districts of Similar Size Nationwide.
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A Research Report of Small/Rural School Districts in Iowa Compared to School Districts of Similiar Size Nationwide.
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A Research Report of Small/Rural School Districts in Kansas Compared to School Districts of Similiar Size Nationwide.
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A Research Report of Small/Rural School Districts in Nebraska Compared to School Districts of Similiar Size Nationwide.
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A Research Report of Small/Rural School Districts in New Mexico Compared to School Districts of Similiar Size Nationwide.
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A Research Report of Small/Rural School Districts in Oklahoma Compared to School Districts of Similiar Size Nationwide.
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A Research Report of Small/Rural School Districts in Oregon Compared to School Districts of Similar Size Nationwide.
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A Research Report of Small/Rural School Districts in Texas Compared to School Districts of Similar Size Nationwide.
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A Research Report of Small/Rural School Districts In North Dakota Compared to School Districts of Similiar Size Nationwide.
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Barker, Bruce, O.
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Barnholdt, B.
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Barresi, Josephine G., Ed.
Alliances in Health and Education: Serving Youngsters with Special Needs and Instructor's Guide.
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Barrett, Barrie J.
The Institute for Educational Research Writing Skills Project.
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Barrick, Stanley W.
An Examination of the Relative Efficiency and Usefulness of Computer-Assisted Individualized Education Programs.
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Barta, Sheryl
Multicultural Nonsexist Education in Iowa Schools: Guidance & Counseling.
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Bassano, Sharron
Drawing Out: Second Language Acquisition through Student-Created Images.
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Batko, Margaret W.
Nutrition Education for Preschoolers: A Resource Guide for Use in the Child Care Food Program.
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Bauer, Barbara G.
Bulimia: A Model for Group Therapy.
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Individual Styles in Language and Symbolic Play.
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Cognitive Learning Styles in "Traditional" Audio-Lingual and Suggestopedic Language Instruction.
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The Writing of Non-Fiction: Contexts, Choices, and Constraints in a Scientific Paper.
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Beach, Robert H.
Evaluator Concerns Arising from Ideal Displacement.
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Beacham, Herbert C.
Reaching and Helping High School Dropouts and Potential School Leavers. Final Report. Project No. DVE 2-1F11.
ED 236 451
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ED 236 452

Beauvais, Paul J.
Analogizing from Generative Linguistics to Composition.
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Becher, Rhoda McShane
I Know What I'm Doing, I Just Don't Know What to Call It.
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Bell, Steven
The Measurement of Social Behavior of Infants and Toddlers in Groups.
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Bellack, Alan S.
Assessment of Cognitive Social Skills in Learning Disabled Boys.
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Beller, Andrea H.
Higher Education Fields of Study and Professional Employment: Trends in Sex Segregation during the 1970s.
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Bender, Louis W.
Differences and Implications of Legislator and Educator Perceptions of Quality Education.
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Bendick, Marc, Jr.
Dislocated Workers and the American Flexiconomy. Research Paper.
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Dislocated Workers and Midcareer Retraining in Other Industrial Nations.
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Employment and Training Programs for Migrant and Refugee Youth: Lessons from the United States Experience. Project Report.
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Employment and Training Programs to Reduce Structural Unemployment. A Statement before the Joint Economic Committee, United States Congress.
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Recycling America's Workers: Public and Private Approaches to Midcareer Retraining.
ED 236 367
Reemploying Dislocated Workers--Five Strategies for Pennsylvania. A Statement before the House of Representatives Committee on Appropriations, Legislature of the Commonwealth of Pennsylvania.
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Workers Dislocated by Economic Change: Toward New Institutions for Midcareer Worker Transformation. Research Paper.
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Benson, James A.
Meeting Lawyer Needs through Assessment: What Is Important to Attorneys.
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Categories for Observing Language Arts Instruction (COLAI).
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Student Writers and Their Audiences: Case Studies of the Revising Decisions of Three College Freshman.
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The Lonely and Gifted Adolescent: Stress, Depression and Anger.
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Public Education for Children with Severe, Profound, and Multiple Disabilities: The Least Restrictive Environment. Human Policy Reports: An Action Series.
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Bilus, Phyllis
Integrating Art with the Curriculum Areas. A Kit for The Elementary Classroom. Centering On.
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Birchell, Gregory R.
Has the "Back-to-Basics" Movement Influenced Elementary Social Studies Textbooks?
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Bishop, John H.
The Social Payoff for Occupationally Specific Training: The Employers' Point of View. Technical Report and Executive Summary. Studies in Employment and Training Policy: No. 3.
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Bishop, John, Ed.
Subsidizing On-the-Job Training. An Analysis of a National Survey of Employers. Studies in Employment and Training Policy: 1.
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Bjoraker, Walt
Feeding & Management of Dairy Calves & Heifers. Teacher's Guide.
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Blake, Howard E.
Diagnosis of Language Competency Inventory (DLCI).
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Blake, Robert W.
Children Writing through the Composing Process: What Kids and Teachers Can Do Together.
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Blosser, Patricia E., Ed.
Investigations in Science Education. Volume 9, Number 4.
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Boice, Robert
Which Factor, Teaching or Writing, Contributes More to Faculty Development?
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Boland, Jeanne M.
Basic Vocational Counseling Skills for the Occupational Specialist. Competency-Based Modular Series.
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Human Relations Skills in Individual Interactions for the Occupational Specialist. Competency-Based Modular Series.
ED 236 458

Boloz, Sigmund A.
Language Energized, Participation Maximized: The Growth of a Writing Project.
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Bolus, Roger
The Effect of Item Sequence on Bar Examination Scores.
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Baruch, Robert
Research in Pursuit of Excellence: Report of the Study Group on Schooling. (Draft.)
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Boser, Judith
Multidimensional Communication in Youth-Adult Relationships.
ED 236 464

Bourque, Janet
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